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★

SEPTEMBER, 1940

CONTENTS:

PERFORMANCE OF COLLEGE FRESHMEN
IN CERTAIN SOCIAL STUDIES
—at the—
WESTERN ILLINOIS STATE TEACHERS COLLEGE

By
MARCY G. BODINE, PH. D.

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STATE OF ILLINOIS
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PERFORMANCE OF COLLEGE FRESHMEN IN CERTAIN SOCIAL STUDIES —at the— WESTERN ILLINOIS STATE TEACHERS COLLEGE

By
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FOREWORD

During the last twenty-five years, teachers colleges have been trying to improve their work and render better service to the public schools of their states by making better teachers available for these schools.

These colleges have tried to discover the better practices among those of their own group, and have perfected a national organization to gather important data, set up standards, and plan a general program in which all may participate.

Many if not all of these colleges have realized that while this is a fine procedure, it is not enough. In fact an institution needs to make a continuous survey of its own activities in order to evaluate its more important practices, functions and needs.

Not a few of these colleges have their own research directors who gather about them members of their faculties who are interested in studying their own institutions in order that a clear understanding of actual conditions may be at hand when an attempt is made by the faculty to improve the curriculum, requirements for admission, standards for graduation, or needs for personnel work in the college with which they are connected.

Last year a study was made and a bulletin was published entitled "An Analysis of the Performance of College Freshmen on Arithmetic at Western." This work was done by Dr. H. Glenn Ayre, of the Mathematics staff, under the supervision of Dr. L. M. Schleier, the Director of Research.

This year the college is contributing another study in this bulletin. It is akin to the one of last year, in that it presents material showing the Performance of College Freshmen in Certain Social Studies at Western. Dr. Marcy G. Bodine, of the Social Science staff, has conducted this study under the same supervision. It, too, is commended to the careful consideration of all who are interested in internal surveys of educational institutions as a basis for working out worthwhile programs in institutions devoting themselves to the education of teachers, to the end that our public schools may more nearly meet the needs of youth.

W. P. Morgan.

PERFORMANCE OF COLLEGE FRESHMEN IN CERTAIN SOCIAL STUDIES

The responsibility of the school to society has become increasingly important. Events of the past few years constantly increasing in intensity have impressed upon the educator the necessity of preparing the child to become an intelligent, dynamic member of society. If education is performing a new role in preparation for citizenship, the social sciences are the core of this phase of the entire program.

In September 1939, four hundred sixty-eight freshmen were tested by means of the Teachers College Personnel Association Entrance and Classification Examination at Western Illinois State Teachers College. In an analysis of these scores the question arises: What do the students know? If the test reflects with reasonable accuracy what these freshmen know, is that base adequate for building good citizens?

The examination itself was constructed by a committee headed by Dr. J. D. Heilman of the Colorado State College of Education. The Elementary Examination has been in use since 1931 as a part of the cooperative testing program designed by the Teachers College Personnel Association. The general purpose of the entire procedure is to provide a uniform program that will be of some assistance in personnel administration in teachers colleges—statistical data have been cumulative over a period of nine years.

The adequacy of the material used for testing must be judged upon the acceptancy of the test program itself. Twenty-six colleges used the Elementary Test in 1939. These colleges are located in fifteen different states. The scores of freshmen of Western Illinois State Teachers College compared favorably with those of the twenty-five other teachers colleges participating in the program. The mean score of Western Illinois State Teachers College was within .03 of the mean for 3,715 cases for the Civics and History tests. However, the geography mean for Western Illinois State Teachers College entrants was lower than the mean for 3,715 cases by 3.99. One can conclude that the freshmen entering Western Illinois State Teachers College are typical of the students entering teachers colleges.

Forty-one of the participating freshmen were classified as history majors and two as majors in geography. On the other hand, seventy-six per cent of the original four hundred sixty-eight would be required to take geography; all of them would be required to take at least one course in history; fifty-three per cent would take a course in economics; and thirty-five per cent would take a course in political science if they met the requirements of the college.

As for the tests themselves, the fields of civics and history are combined.[1] However, Section A is devoted solely to civics. Fifteen items are in this section. Section B has one hundred twenty questions

[1] The Entrance and Classification Examinations for Teachers Colleges used is the 1939 Revision. The items referred to throughout the study are of this particular edition of this Examination.

which include practically all phases of American history, and modern European history, as well as current events both domestic and foreign. Ten of the items include identification of dates. Section A items and the first fifteen of Section B are of the true-false type. The remainder are multiple-choice. The multiple-choice responses for the items from 16 through 45 are indicated by initial. The possible answers for the following item: "What Indian tribe of early Mexico was highly civilized?", are presented as follows: (1) A, (2) C, (3) S, (4) T. That device may have some bearing upon the results obtained in the test.

The geography test of the Elementary Examination has a total of one hundred five questions. The items 121-150 of Section A and of Section B are of the true-false variety; those in Section B from 151-195 are multiple-choice.

The geography test included items identifying place and association of products with place. Among the questions were several testing the student on climate.

The scoring of the test was done either by computing the number right minus the wrong (R-W) or the correction formula: the number right minus the number wrong divided by three $\frac{(R-W)}{3}$. Section A and the first fifteen items of Section B of the Civics and History test were graded by the first formula. The thirty items of Section A along with the first thirty of Section B of the Geography test were graded in the same manner. The other one hundred five items of civics and history were graded by means of the correction formula as were the remaining forty-five geography test questions in Section B. The total score for each test was obtained by a total of scores from each formula.

The examination as a whole was not too difficult. However, one can point out that there may be some rather remote items in the test. In Civics and History for example, number sixty-three states, "Who is President of Columbia University?" On the other hand some questions are included that test the student's grasp of social, economic, or political implications in the social studies. Illustrative of this are questions such as No. 94. "Substitution of power for manual labor is a chief characteristic of the: (1) labor movement (2) communistic movement (3) the New Deal (4) industrial revolution."

As for the Geography test, one doubts whether or not its degree of reliability for entrants of this college is very high. While the test itself is not very difficult, it is doubtful that many high schools have geography courses in their various curricula. Even if one went as far as to concede that such courses were taught, in all probability, they would be elective courses. Therefore the test in Geography is really testing the knowledge that a student has acquired in the elementary grades or from some external source.

While the whole analysis does not present a very encouraging picture for achievement in social studies for the entrant of a teachers college, the writer expresses the hope that this study will not necessarily serve as a challenge to the high school teachers of western Illinois. Rather, it is hoped that the study will call their attention to certain problems in the teaching of social studies which might lead them to a re-

evaluation of the objectives of the field, the curricular materials, and anticipated outcomes.

The test when administered to four hundred sixty-eight students has a maximum number of responses in Civics and History of 63,180 (135 x 468).[2] Table I indicated the total number of correct and incorrect responses in the Civics-History Test. The total number of correct responses was 28,234. The incorrect numbered 15,741 with a total of 10,830 omitted. The tabulation also includes the percentage attempted in proportion to the total possible attempts, (63,180); i.e. indicating *degree of mastery and the degree of accuracy.* Dr. Ayre defines the *degree of mastery* "as the per cent of the maximum number of responses which are correct." *Degree of accuracy* is "the per cent of responses actually made that are correct."[3]

[2] See Dr. Ayre's study "An Analysis of the Performance of College Freshmen of Arithmetic"—*Western Illinois State Teachers College Bulletins.* Vol. XIX No. 2, September 1939, p. 1.

[3] Ayre, H. Glenn. "An Analysis of the Performance of College Freshmen on Arithmetic," p. 1.

TABLE I

NUMBER OF CORRECT, INCORRECT, AND OMITTED RESPONSES. THE PER CENT OF RESPONSES MADE, THE DEGREE OF MASTERY, AND DEGREE OF ACCURACY FOR EACH ITEM OF THE HISTORY AND CIVICS TEST

SECTION A

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastery	Per cent accuracy
1	411	49	8	98	88	89
2	353	74	41	91	88	83
3	429	26	13	97	92	83
4	395	61	12	97	84	89
5	328	108	32	93	70	91
6	421	34	13	97	90	93
7	389	56	23	93	83	87
8	365	66	37	92	78	85
9	309	109	50	89	66	72
10	369	63	36	93	79	83
11	353	71	44	90	75	83
12	357	93	18	96	76	79
13	271	81	116	75	58	77
14	332	65	71	85	71	84
15	382	67	19	96	82	85
Total	5464	1023	533	92	79	84

SECTION B

1	279	127	62	87	59	69
2	395	58	15	97	80	87
3	293	84	91	81	63	78
4	288	139	41	91	62	67
5	309	132	27	94	66	70
6	390	66	12	97	83	85
7	277	154	37	92	59	64
8	373	66	29	94	80	85
9	200	197	71	85	43	50
10	344	70	54	88	74	83
11	160	262	46	90	34	38
12	406	25	37	92	87	94
13	329	60	79	83	70	85
14	162	192	114	76	35	46
15	238	135	95	79	51	64
16	387	43	38	92	83	90
17	410	19	39	92	88	95
18	330	127	11	98	71	72

TABLE I—Continued

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastery	Per cent accuracy
19	287	96	85	82	61	75
20	254	102	112	76	54	71
21	286	142	40	91	61	67
22	72	241	155	67	15	23
23	41	106	321	31	9	28
24	356	33	79	83	76	92
25	222	137	109	77	47	62
26	299	144	25	95	64	67
27	235	157	76	84	50	60
28	263	154	51	89	56	63
29	224	155	89	81	48	59
30	97	233	138	73	21	29
31	243	76	149	68	52	76
32	159	142	167	64	32	53
33	170	65	233	50	36	72
34	194	239	35	93	41	45
35	183	88	197	58	31	68
36	170	182	116	75	36	48
37	121	119	228	51	26	50
38	113	42	313	33	24	73
39	111	129	228	51	24	46
40	114	82	272	42	24	58
41	130	164	174	63	28	44
42	150	166	152	68	32	47
43	100	97	271	42	21	53
44	87	181	200	57	19	32
45	67	339	62	87	14	17
46	350	113	5	99	75	76
47	217	233	18	96	46	48
48	168	223	17	84	36	43
49	245	163	60	87	52	60
50	227	183	58	88	49	55
51	221	157	90	81	47	58
52	93	242	133	72	19	28
53	204	218	46	90	44	48
54	213	158	97	79	46	57
55	84	158	226	52	18	35
56	99	279	90	81	21	26
57	123	267	78	83	26	32
58	179	233	56	88	38	77
59	367	82	19	96	78	82
60	94	339	35	93	20	22
61	238	204	26	94	51	54
62	283	111	74	84	60	69
63	294	70	104	78	63	75
64	107	177	184	61	23	38
65	134	193	141	70	29	41
66	207	186	75	84	44	47
67	361	85	22	95	77	81
68	393	71	4	99	84	85
69	448	17	3	99	96	96
70	427	36	5	99	91	92
71	359	86	23	95	76	81
72	320	129	19	96	70	71
73	279	182	7	99	60	61
74	364	81	23	95	78	82
75	284	143	41	91	61	67
76	387	73	8	98	83	84
77	175	246	47	90	37	42
78	175	122	171	63	37	59
79	31	133	304	35	7	19
80	181	81	206	56	38	69
81	331	87	50	89	71	79
82	255	136	77	84	54	65
83	258	124	86	82	55	68
84	425	17	26	94	91	96
85	252	164	52	89	54	61
86	154	63	251	46	33	71
87	377	56	35	93	81	87
88	241	174	53	89	51	58
89	288	133	47	90	62	68
90	184	207	77	84	39	47
91	192	151	125	73	41	56
92	322	91	55	88	69	78
93	221	103	144	69	47	68
94	261	93	114	75	56	74
95	157	81	230	51	34	66

TABLE I—Concluded

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastery	Per cent accuracy
96	117	235	116	75	25	33
97	257	83	128	73	55	76
98	156	185	127	73	33	46
99	190	128	150	68	41	60
100	413	9	46	90	88	98
101	413	9	46	90	88	98
102	416	10	42	91	89	98
103	160	202	106	77	34	44
104	403	19	46	90	86	98
105	388	21	59	85	83	95
106	153	150	165	65	33	50
107	157	143	168	64	34	52
108	342	53	73	84	73	87
109	48	313	107	77	10	13
110	299	82	87	81	64	78
111	102	160	206	56	22	39
112	135	123	210	53	29	52
113	99	148	221	53	21	40
114	335	41	84	82	73	87
115	152	173	143	69	32	47
116	78	124	266	43	16	39
117	104	107	257	45	22	49
118	323	44	101	78	69	88
119	158	133	177	62	34	54
120	269	117	82	82	57	70
Total	28,234	15,741	12,885	78	50	62

The degree of mastery for History and Civics test was fifty-five per cent (33,698 correct responses is fifty-five per cent of 63,180). The degree of accuracy was sixty-four per cent. These percentages are indicated for each item.

Upon examination of Table I the achievement of each item of History and Civics test can be quickly ascertained. Item thirty-six of Section A is a true-false statement. It reads as follows: "The Federal Government prohibits the false branding of foods." As shown in the table, ninety-seven per cent of the four hundred sixty-eight freshmen attempted a response; ninety per cent of the four hundred sixty-eight responded correctly, and ninety-three per cent of those attempted gave the correct answer.

TABLE II

NUMBER OF CORRECT, INCORRECT, AND OMITTED RESPONSES. THE PER CENT OF RESPONSES MADE, THE DEGREE OF MASTERY, AND DEGREE OF ACCURACY FOR EACH ITEM OF THE GEOGRAPHY TEST.

SECTION A

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastery	Per cent accuracy
121	365	73	30	91	78	83
122	364	86	18	94	78	81
123	408	40	20	94	87	91
124	345	102	21	93	74	77
125	359	33	76	84	77	92
126	331	102	35	90	71	76
127	400	32	36	90	85	93
128	301	111	56	88	64	73
129	314	81	73	84	67	80
130	246	127	95	80	53	66
131	321	85	62	87	69	79
132	332	87	49	89	71	79
133	289	148	31	91	62	66

TABLE II—Continued

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastery	Per cent accuracy
134	256	158	54	88	55	62
135	432	19	17	96	90	96
136	282	104	82	82	60	73
137	355	51	62	87	76	87
138	298	54	116	75	64	85
139	300	125	43	91	64	71
140	281	163	24	74	60	63
141	220	197	51	89	47	53
142	305	128	35	93	65	70
143	251	147	70	85	54	63
144	271	143	54	87	58	65
145	153	46	269	43	33	77
146	207	143	118	75	44	59
147	231	113	124	74	49	67
148	133	165	170	64	28	44
149	233	143	92	80	50	62
150	199	189	80	83	43	51
Total	8782	3195	2063	84	63	73

SECTION B

121	305	147	16	96	65	67
122	227	193	48	90	49	54
123	153	128	187	60	32	54
124	200	60	208	56	43	77
125	368	67	33	93	79	85
126	123	160	185	60	26	43
127	101	217	150	68	22	32
128	83	286	99	79	18	22
129	76	176	216	54	16	30
130	147	251	70	85	31	37
131	130	237	101	78	28	35
132	85	215	168	64	18	28
133	162	245	61	87	35	40
134	100	231	137	71	21	30
135	99	320	49	90	21	24
136	406	55	7	99	87	88
137	217	231	20	96	46	48
138	163	253	52	89	35	39
139	217	211	40	91	46	51
140	130	284	54	88	28	31
141	378	50	40	91	81	88
142	105	96	267	43	22	52
143	167	67	234	50	36	71
144	376	35	57	88	80	91
145	230	147	91	81	49	61
146	85	84	299	36	18	50
147	249	77	142	70	53	76
148	338	78	52	89	70	81
149	208	110	150	68	44	65
150	266	82	120	74	37	76
151	385	74	9	96	82	84
152	230	196	42	91	49	54
153	220	186	62	87	47	54
154	226	147	95	80	48	61
155	299	118	51	89	64	72
156	344	90	34	93	74	79
157	318	90	60	87	68	78
158	362	52	54	88	77	87
159	318	45	105	78	68	87
160	357	67	44	91	76	84
161	184	204	80	83	39	47
162	227	131	110	76	49	63
163	144	216	108	77	31	40
164	255	115	98	79	54	69
165	340	46	82	82	73	88
166	110	275	83	82	24	29
167	209	129	130	72	44	62
168	220	145	103	78	47	60
169	197	51	220	53	42	79
170	219	83	166	65	47	72
171	97	297	74	84	21	25

TABLE II—Concluded

Item	Number correct	Number incorrect	Number omitted	Per cent attempted	Per cent mastry	Per cent accuracy
172	101	287	80	83	22	26
173	215	143	110	76	46	60
174	42	378	48	90	9	10
175	27	155	286	39	6	15
176	67	295	106	77	14	13
177	429	29	10	98	92	94
178	323	135	10	98	69	71
179	269	152	47	90	57	64
180	104	289	75	84	22	26
181	153	54	261	44	32	74
182	114	203	151	67	24	36
183	43	231	194	59	9	16
184	401	35	32	93	86	92
185	345	91	32	93	74	79
186	273	155	40	91	58	64
187	238	176	54	88	51	57
188	326	59	83	82	70	85
189	324	130	14	97	69	71
190	214	200	54	88	46	52
191	301	125	42	91	64	71
192	217	118	133	72	46	65
193	200	214	54	88	43	48
194	215	181	72	85	46	54
195	204	204	60	87	44	50
Total	16300	11589	7211	79	46	58

Table II shows the same type of recapitulation for sections of A and B of the Geography as for the Civics and History portion of the Elementary Examination. Section A has thirty items numbering from 121 to 150. Section B is numbered from 121 to 195. The same principles of mastery and accuracy apply in the case of Geography as for

TABLE III

SUMMARY SHOWING THE DEGREE OF MASTERY ON THE HISTORY AND CIVICS TESTS

SECTION A

Mastery: Per cent of students	Number	Items
90—100	2	3, 6
80— 89	5	1, 2, 4, 7, 15
70— 79	6	5, 8, 10, 11, 12, 14
60— 69	1	9
50— 59	1	13
40— 49		
30— 39		
20— 29		
10— 19		
0— 9		

SECTION B

90—100	3	69, 70, 84
80— 89	14	2, 6, 8, 12, 16, 17, 68, 76, 87, 100, 101, 102, 104, 105
70— 79	13	10, 13, 18, 24, 46, 59, 67, 71, 72, 74, 81, 108, 114
60— 69	14	3, 4, 5, 19, 21, 26, 62, 63, 73, 75, 89, 92, 110, 118
50— 59	16	1, 7, 15, 20, 27, 28, 31, 49, 61, 82, 83, 85, 88, 94, 97, 120
40— 49	13	9, 25, 29, 34, 47, 50, 51, 53, 54, 66, 91, 93, 99
30— 39	21	11, 14, 32, 33, 35, 36, 42, 48, 58, 77, 78, 80, 86, 90, 95, 98, 103, 106, 107, 115, 119
20— 29	17	30, 37, 38, 39, 40, 41, 43, 56, 57, 60, 64, 65, 96, 111, 112, 113, 117
10— 19	7	22, 44, 45, 52, 55, 109, 116
0— 9	2	23, 79

Civics and History. The degree of mastery for Geography shows fifty-one per cent; degree of accuracy, sixty-five per cent; sixty-five persons out of every one hundred persons attempting a response correctly answered the item.

Examination of the mastery and accuracy for the tests does not present a very encouraging picture of the background in those fields as reflected by the Elementary Examination of the Entrance and Classification Examination for Teachers Colleges.[4]

TABLE IV

SUMMARY SHOWING THE DEGREE OF MASTERY ON THE GEOGRAPHY TESTS

SECTION A

Mastery: Per cent of students	Number	Items
90—100	1	135
80— 89	2	123, 127
70— 79	7	121, 122, 124, 125, 126, 132, 137
60— 69	9	128, 129, 131, 133, 136, 138, 139, 140, 142
50— 59	5	130, 134, 143, 144, 149
40— 49	4	141, 146, 147, 150
30— 39	1	145
20— 29	1	148
10— 19		
0— 9		

SECTION B

90—100	1	177
80— 89	5	136, 141, 144, 151, 184
70— 79	8	125, 147, 156, 158, 160, 165, 185, 188
60— 69	7	121, 155, 157, 159, 178, 189, 191
50— 59	6	147, 150, 164, 179, 186, 187
40— 49	20	122, 124, 137, 139, 145, 149, 152, 153, 154, 162, 167, 168, 169, 170, 173, 190, 192, 193, 194, 195
30— 39	8	123, 130, 133, 138, 143, 161, 163, 181
20— 29	12	126, 127, 131, 134, 135, 140, 142, 166, 171, 172, 180, 182
10— 19	5	128, 129, 132, 146, 176
0— 9	3	174, 175, 183

The degree of mastery for the entire Civics and History test was shown to be fifty-five per cent which represents a showing not particularly gratifying as achievement in the social studies. Table III gives a summary of the individual items. The reader in all probability will note that no item in section A was answered by fewer than half the students correctly. Six items were answered correctly by seventy per cent of the students.

Perhaps the point should be emphasized that all fifteen items of Section A relate to the subject of Civics. The primary reasons for such a high degree of mastery in Section A are beyond the scope of this study. However, any conclusions that the reader may have are his own.

Section B of the Civics and History obviously shows a much wider spread. Twenty-one separate items were answered correctly by thirty to thirty-nine per cent of the students. Over ninety per cent of the

[4] The Teachers College Personnel Association in its *Ninth Annual Report*, February 15, 1940, indicated that 22 colleges returned results for the Elementary Test. The total of scores reported were 3,715.

students gave correct responses to at least three items. Reference to the test reveals number sixty-nine the first of those three, as a multiple-choice item dealing with the definition of neutrality. The second question, number seventy, asks for proper identification of quarantine and the third number, eighty-four, asks what "an area of land permanently set aside for the use of an Indian tribe is called."

Mention should also be made of the fact that two items of Section B were answered correctly by not more than nine per cent of the four hundred sixty-eight freshmen taking the test.

In the above table, the distribution of items shows that from sixty per cent to one hundred per cent gave the proper response to nineteen out of thirty items in Section A of the Geography test. Sixty to sixty-nine per cent gave right answers to nine items. Twenty to twenty-nine per cent could answer only one item correctly. Twenty-nine per cent or less knew whether or not "the Mediterranean regions of France have dry winters and rainy summers."

In Section B, the distribution of mastery was very similar. Ninety to ninety-nine per cent answered one item correctly. So on down to the three items answered by not more than nine per cent of the freshmen participating in the test.

As was mentioned above, interpretations as to the direct causes for these distributions are left entirely to the reader.

TABLE V

SUMMARY SHOWING THE DEGREE OF ACCURACY ON THE HISTORY AND CIVICS TESTS

SECTION A

Accuracy: Per cent of students	Number	Items
90—100	2	5, 6
80— 89	10	1, 2, 3, 4, 7, 8, 10, 11, 14, 15
70— 79	3	9, 12, 13
60— 69		
50— 59		
40— 49		
30— 39		
20— 29		
10— 19		
0— 9		

SECTION B

90—100	12	12, 16, 17, 24, 69, 70, 84, 100, 101, 102, 104, 105
80— 89	15	2, 6, 8, 10, 13, 59, 67, 68, 71, 74, 76, 87, 108, 114, 118
70— 79	19	3, 5, 18, 19, 20, 31, 33, 38, 46, 58, 63, 72, 81, 86, 92, 94, 97, 110, 120
60— 69	22	1, 4, 7, 15, 21, 25, 26, 27, 28, 35, 49, 62, 73, 75, 80, 82, 83, 85, 89, 93, 95, 99
50— 59	17	9, 29, 32, 37, 40, 43, 50, 51, 54, 61, 78, 88, 91, 106, 107, 112, 119
40— 49	18	14, 34, 36, 39, 41, 42, 47, 48, 53, 65, 66, 77, 90, 98, 103, 113, 115, 117
30— 39	8	11, 44, 55, 57, 64, 96, 111, 116
20— 29	6	22, 23, 30, 52, 56, 60
10— 19	3	45, 79, 109
0— 9		

Table V summarizes the accuracy of the freshmen on the separate items. Section A of Civics and History reflects the fact that seventy per cent of all those who attempted to answer the items, could answer correctly the fifteen items in that section. As for Section B, the Table shows that ninety to one hundred per cent of the students who attempted an answer gave correct responses to twelve items. Only three items could be given correct answers by ten to twenty per cent of the students.

TABLE VI

SUMMARY SHOWING THE DEGREE OF ACCURACY ON THE GEOGRAPHY TESTS

SECTION A

Accuracy: Per cent of students	Number	Items
90—100	4	123, 125, 127, 135
80— 89	5	121, 122, 129, 137, 138
70— 79	9	124, 126, 128, 131, 132, 136, 139, 142, 145
60— 69	8	130, 133, 134, 140, 143, 144, 147, 149
50— 59	3	141, 146, 150
40— 49	1	148
30— 39		
20— 29		
10— 19		
0— 9		

SECTION B

90—100	3	144, 177, 184
80— 89	10	125, 136, 141, 148, 151, 158, 159, 160, 165, 188
70— 79	14	124, 143, 148, 150, 155, 156, 157, 169, 170, 178, 180, 185, 189, 191
60— 69	12	121, 145, 149, 154, 162, 164, 167, 168, 173, 179, 186, 191
50— 59	11	122, 123, 139, 142, 146, 152, 153, 187, 190, 194, 195
40— 49	6	126, 133, 137, 161, 163, 193
30— 39	8	127, 129, 130, 131, 134, 138, 140, 182
20— 29	7	128, 132, 135, 166, 171, 172, 180
10— 19	4	174, 175, 176, 183
0— 9		

More than forty-one per cent of the students attempting to answer items in Section A gave a correct answer to any item attempted. In Section B, fifty per cent of the students could answer correctly two times out of three any item that was tried. Twenty-five questions out of a total of seventy-five in this section could be answered by the other fifty per cent of the freshmen who made attempts to answer them.

The per cent attempted in Civics and History for 1938 was eighty-one as against eighty-two per cent in 1939. The mastery percentage in 1938 stood at fifty-six, while in 1939 mastery percentage was fifty-five. Degree of accuracy in 1938 showed sixty nine per cent, while in 1939 it showed sixty-seven per cent. In Geography tests mastery percentage was fifty in 1938 and fifty-one per cent in 1939; degree of accuracy for 1938 was sixty-one per cent, but was four per cent better for 1939, making the percentage sixty-five.

The Performance on Various Phases of Civics, History, and Geography

In order better to comprehend the general results of the social science tests, an attempt was made to allocate the items into an arbitrary division and determine what the freshmen entering Western Illinois State Teachers College knew in the social studies, the limits of which are defined by the test itself. The division into which the items were classified was an arbitrary one since no classification of the test had been previously made.

It is well to state at this particular point that no test, however high a degree of validity or reliability it may have, can possibly measure all a student knows or does not know about a particular field. Other factors enter in which may or may not have a tendency to detract from the general efficiency of the test.

In the instance of this study, the assumption can reasonably be made that since the test used has such wide distributions, it is valid for determining basic skills in the social studies.

The Civics and History items were recapitulated into the general concepts of identification, namely, place, date, and definition. The next large group is United States History. The breakdown follows general chronological order, the divisions being made into generally recognized subdivisions. Civics and Modern Europe were the two remaining topics. Current Events was used as a sub-head in both the Modern Europe and United States History sections since there were enough items that would justify them. The Geography test is divided into general topics of Place, Climate, Topography, Race, Time, Products, Commerce, Resources, Population. Tables VII and VIII summarize the achievement of the separate items in the Civics, History, and Geography tests.

The following tables show the number of correct and incorrect responses, the per cent of answers attempted, the per cent of mastery and the per cent of accuracy.

TABLE VII

ACCOMPLISHMENT IN THE DIFFERENT TOPICS IN HISTORY AND CIVICS

Topic	Section A	Section B	Number correct	Number incorrect	Per cent attempted	Per cent mastery	Per cent accuracy
IDENTIFICATION							
Person	--------	23, 25, 38, 79, 102, 121, 39, 55, 78, 103, 19, 35, 43, 77, 104, 30, 33, 32, 100, 105, 28, 40, 81, 101, 107, 109	5331	3110	69	44	63
Date	--------	49, 112, 115, 118, 110, 113, 116, 119, 111, 114, 117	2030	1306	65	39	61
Concepts	3	22, 61, 65, 72, 84, 60, 62, 70, 82	2677	1492	89	57	64
Summary	--------	--------	10038	5908	72	47	64
U. S. HISTORY							
Discovery	--------	19, 30, 51, 103	765	688	62	33	53
Colonial	14	26, 31, 39, 55, 110, 29, 35, 50, 107, 119	2317	1356	71	45	63

TABLE VII—Concluded

Topic	Section A	Section B	Number correct	Number incorrect	Per cent attempted	Per cent mastery	Per cent accuracy
Revolution		53, 115	356	391	80	38	46
Formation of Union		7, 33, 48, 54	828	700	83	54	54
Pre Civil War		16, 34, 45, 52, 58, 102, 17, 44, 47, 57, 86, 118	2650	1680	81	47	58
Civil War		108	34	53	84	73	89
Expansion		21, 36, 37, 38, 56, 28, 104, 105, 111, 112, 116	2158	1365	68	42	61
World War		20, 77, 114, 120	1033	514	83	55	66
Post World War		23, 79, 109, 117	224	659	47	12	25
Current Events		4, 15, 71, 95, 97, 6, 64, 80, 96, 98, 100	2663	1277	76	52	68
Summary			13366	8683	78	48	61
CIVICS							
Constitution	4, 5, 11	2, 5, 10, 41, 3, 9, 11, 74	3271	1188	87	63	93
Federal Government	1, 9, 10, 6,8,12, 13	1, 13, 59, 83, 6, 14, 64, 106, 12, 46, 75, 96	5340	1923	86	63	74
State Government	15	91	574	218	85	61	73
Local Government	8	63, 68, 76	1439	280	92	77	83
Courts	7	87, 89, 85	1299	409	91	69	76
Elections	2	66, 73, 88, 95	1237	797	87	53	61
International Affairs		67, 69	809	102	98	85	89
Labor		24, 32, 90	699	382	77	50	65
Summary			14668	5299	86	63	74
EUROPEAN HISTORY							
Modern Europe		18, 40, 27	679	366	74	48	65
Current Events		43, 92, 94, 78, 93, 99	1269	634	68	45	16
Summary			2048	1000	72	48	66

TABLE VIII
ACCOMPLISHMENT IN THE DIFFERENT TOPICS IN GEOGRAPHY

Topic	Section A	Section B	Number correct	Number incorrect	Per cent attempted	Per cent mastery	Per cent accuracy
CONCEPT							
Place		121, 152, 159, 169, 164, 126, 153, 161, 170, 162, 132, 154, 163, 171, 155, 133, 156, 167, 172, 158, 146, 157, 168, 173, 160, 165	5842	3689	78	48	61
Climate	122, 127, 138, 125, 130, 149, 126, 135, 150, 148	122, 134, 145, 123, 137, 187, 127, 150, 194	4742	2536	89	53	65
Topography	120, 136, 141, 133, 137, 142	125, 141, 147, 190, 195, 138, 143, 186, 188, 195	4307	2055	85	58	67
Race	140, 128, 139	135	980	719	91	53	58
Zones	144	124, 130	618	454	85	31	37
PRODUCTS							
Agriculture	121, 131, 145	128, 136, 174, 178, 129, 144, 177, 181	2727	1334	78	55	67
Minerals	143	142, 149, 179	833	505	45	72	62
Manufactures	146	139, 140, 166	664	913	84	36	42
Commerce	147, 123	175, 176, 192	950	721	71	41	51
Resources	124	131, 180, 189, 148, 182, 185, 151, 183, 191	2429	1560	86	52	60
Population	134, 132	184	989	280	90	70	78

Assuming that the test accurately reflects the actual skills in Civics, History, and Geography, the accompanying tables should be revealing. The reader will recall that mastery and accuracy in Civics and History were fifty-five and sixty-four per cent respectively; in Geography the percents were fifty-one and sixty-five in the above order.

If that kind of performance reflects the general knowledge of the typical high-school graduate as well as the college neophite, a more detailed analysis of what the high-school student really knows in the social studies is needed. According to James Harvey Robinson, a noted historian, no justification of history exists unless it helps to explain the present. Expanding that principle somewhat and saying that the American citizen should understand the institutions and background upon which America is built is the essence of good citizenship. If the test accurately reveals the experience of the high school graduate in the social studies, then teaching in that field falls a little short of the goal.

Starting with Table VII in the identification classification, we find that only seventy-four out of every one hundred students made any attempt to answer the items involving recognition of persons, dates, and concepts. The mastery on this classification was only forty-seven per cent and the degree of accuracy sixty-four per cent. In fact for all those skills relating directly to History the degrees of mastery and accuracy are much the same. Mastery for the classification of United States History and European History is forty-eight per cent for each. Accuracy is sixty-one per cent and sixty-six per cent respectively. The question may well be asked if history is getting the proper treatment at the elementary and secondary levels.

If the performance in United States History is examined, the fact is apparent that no more than eighty-four per cent of the four hundred sixty-eight freshmen attempted to answer it. The four items included in the post-World War category represent an extremely low rank. For the four items as listed, only twenty-five per cent accuracy was achieved; the mastery shows only twelve per cent. The skills include identifications of Rosenwald, the date the nineteenth amendment was passed, and identification of a woman suffrage leader. For the skill involving the identification of the ambassador to Mexico during Coolidge's administration, three hundred twenty-one students out of a total of four hundred sixty-eight made no attempt to identify the item.

Even though the history phase of the total achievement may not appear to be too optimistic, on the other hand, when a perusal is made of the Civic skills some foundation for hope may be found. Here the reader will readily see that there was a greater percentage of attempts made to answer the skills. The accuracy was greater, being seventy-four per cent as compared with sixty-one to sixty-six per cent for the history concepts. Degree of Mastery for the civics skills showed a total of sixty-five per cent.

No attempt has been made to decide which of the two general precepts, the traditional as represented by History or the institutional, as

represented by Civics, is the more important as skills. This may or may not be a point of contention. The writer is not unmindful of the fact that there are those of one group who would hold that the knowledge of facts is all important. On the other hand, other students of the problem might minimize the retention of facts as the important goal and place the emphasis upon the ability of the student of senior high school age to weigh facts. This type of approach tends to emphasize the functional aspects of the social studies.

Table VIII indicates general performance on various concepts of geography. In any analysis of the type which this study embodies, one must constantly bear in mind that no static skills exist upon which all students may be examined.[5] In the fields of the exact sciences, principles are uniform. No variation is possible. Therefore the assumption must be made that the skills as set up in the testing program are the ones that are most widely accepted as a basis for a fundamental knowledge of subject matter.[6]

If the above precept is acceptable, the learning and the retention of skills in geography are not too great. As in Civics and History the concepts shown in Table VIII are merely arbitrary ones but are the most convenient for the analysis. The degree of mastery for any one of these categories is surprisingly low. The degree of accuracy is also relatively low.

If the location concept is observed, twenty-six items are found in the test that can be assigned to that category. But when the degrees of accuracy and mastery are considered they are very disheartening. Out of twenty-six items, sixty-one out of a hundred attempting to answer any item could answer it correctly. The implication places a rather severe indictment against the student of college age. Item one hundred fifty-four asked for the location of the chief French city on the Seine River. Forty-eight per cent of the four hundred sixty-eight students could answer it correctly. Ninety-five per cent thought they knew.

The question which asked for the location of the Ural mountains drew attempts from only sixty-five per cent of the entire group. Item 121, which asked if New York City is the capital of New York, fooled thirty-three per cent of the ninety-five per cent who indicated an answer.

Comparison of Tables VII and VIII will show almost conclusively that achievement in geography is lower throughout than that found in civics and history.

In order to understand more clearly the actual status of the entire four hundred sixty-eight freshmen participating in the test this section contains an analysis of the frequency distribution and measures of central tendency and other point measures for the Civics and History and Geography tests.

The statistics for the scores of the test are discussed in the order just indicated.

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[5] See Dr. Ayre's Study, p. 10.

[6] In the instance of the Elementary Test of the *Entrance* and *Classification Examination* for *Teachers Colleges.*

TABLE IX

FREQUENCY DISTRIBUTIONS OF THE SCORES MADE ON THE CIVICS AND HISTORY SECTION OF THE ENTRANCE AND CLASSIFICATION EXAMINATIONS FOR TEACHERS COLLEGES BY 220 MEN AND 248 WOMEN OR A TOTAL OF 468 FRESHMEN ENTERING WESTERN ILLINOIS STATE TEACHERS COLLEGE SEPTEMBER 13, 1939.

Total score	Men	Women	Total
120—124	1	0	1
115—119	0	0	0
110—114	2	2	4
105—109	2	3	5
100—104	2	2	4
95— 99	3	4	7
90— 94	13	8	21
85— 89	12	10	22
80— 84	11	15	26
75— 79	11	10	21
70— 74	14	17	31
65— 69	22	13	35
60— 64	12	20	32
55— 59	16	15	31
50— 54	14	22	36
45— 49	10	18	28
40— 44	17	15	32
35— 39	10	20	30
30— 34	14	17	31
25— 29	14	13	27
20— 24	9	10	19
15— 19	4	9	13
10— 14	5	3	8
5— 9	1	2	3
0— 4	1	0	1
Number cases	220	248	468

TABLE X

FREQUENCY DISTRIBUTIONS OF THE SCORES MADE ON THE GEOGRAPHY SECTION OF THE ENTRANCE AND CLASSIFICATION EXAMINATIONS FOR TEACHERS COLLEGES BY 220 MEN AND 248 WOMEN OR A TOTAL OF 468 FRESHMEN ENTERING WESTERN ILLINOIS STATE TEACHERS COLLEGE SEPTEMBER 13, 1939.

Total score	Men	Women	Total
85—89	1	0	1
80—84	0	0	0
75—79	0	0	0
70—74	2	1	3
65—69	2	4	6
60—64	9	4	13
55—59	14	5	19
50—54	16	12	28
45—49	21	16	37
40—44	20	17	37
35—39	27	32	59
30—34	20	30	50
25—29	18	26	44
20—24	29	36	65
15—19	16	30	46
10—14	13	20	33
5— 9	8	12	20
0— 4	4	3	7
Number cases	220	248	468

The foregoing tables show that two hundred twenty men and two hundred forty-eight women participated in the test. A man had the highest score as well as the lowest score. The distributions for women did not cover so wide a spread. The frequency polygons and histograms reproduced on the following page show graphically that the distribution of the scores for history-civics followed somewhat the same pattern.

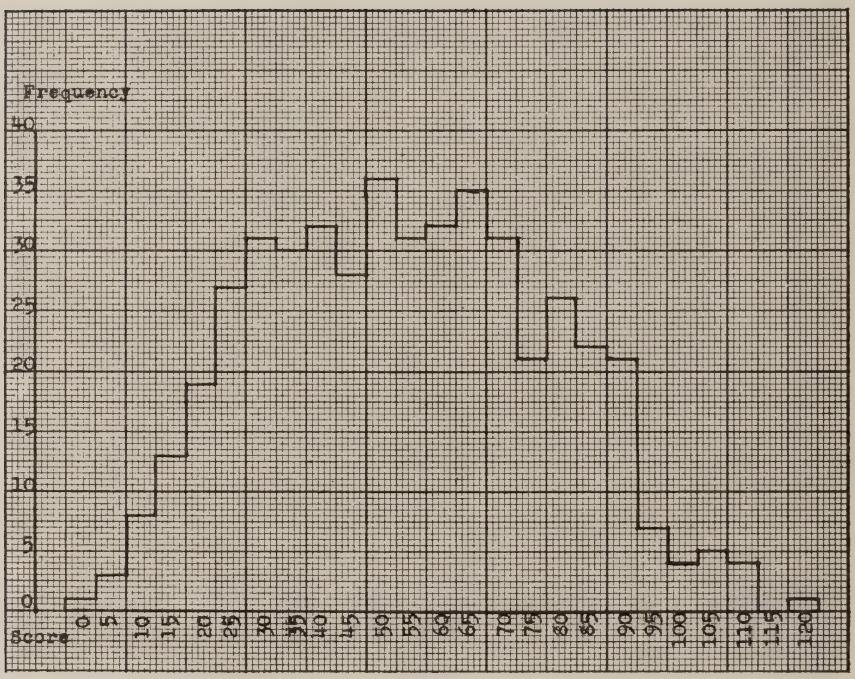

FIGURE I

Histogram for scores made on the *history and civics* section of the entrance and classification examinations for teachers colleges by 468 freshmen entering Western Illinois State Teachers College, September 13, 1939.

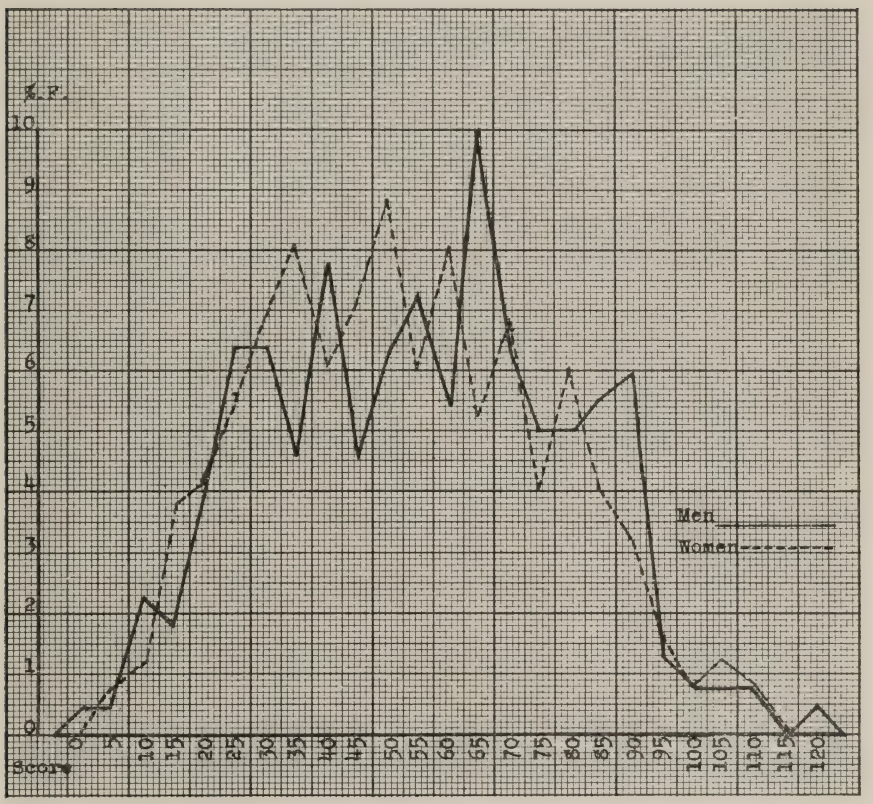

FIGURE II

Frequency polygons based on the percentage frequency distributions of the scores made on the *civics and history* section of the elementary examination for teachers colleges by 220 men and 248 women entering Western Illinois State Teachers College, September 13, 1939.

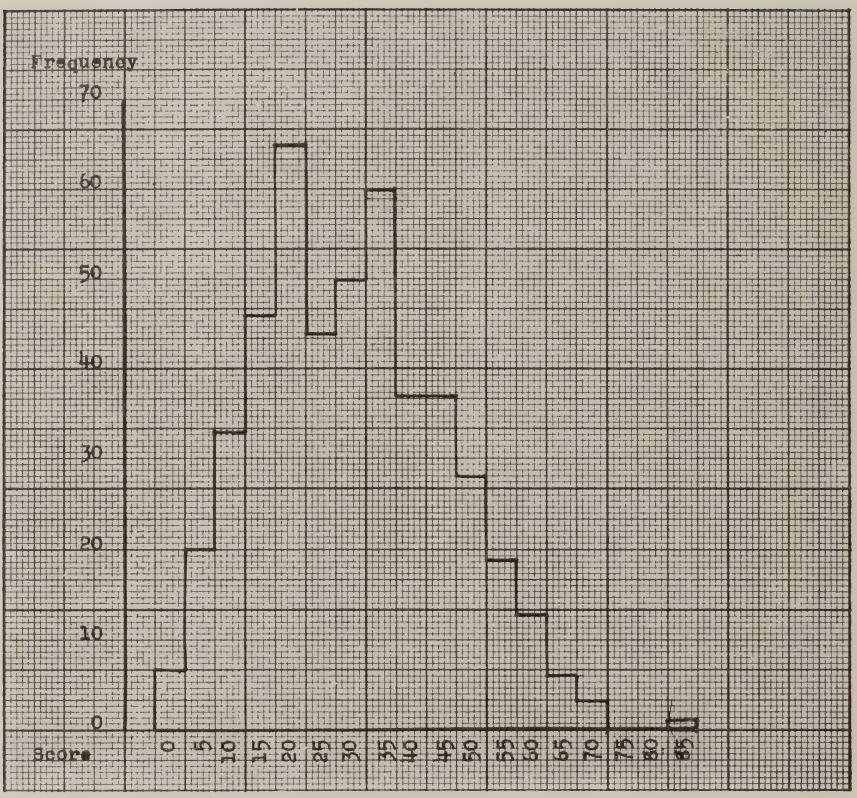

FIGURE III

Histogram for scores made on the *geography* section of the entrance and classification examinations for teachers colleges by 468 freshmen entering Western Illinois State Teachers College, September 13, 1939.

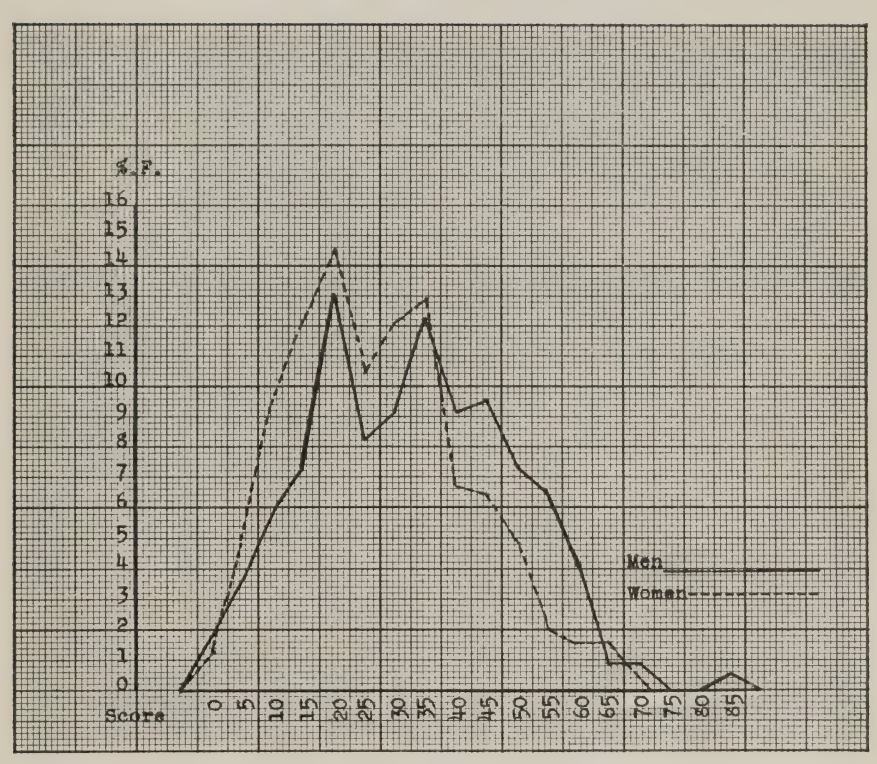

FIGURE IV

Frequency polygons based on the percentage frequency distributions of the scores made on the *geography* section of the entrance and classification examinations for teachers colleges by 220 men and 248 women entering Western Illinois State Teachers College, September 13, 1939.

Ten per cent of the two hundred twenty men were found in the 60-64 frequency. Of the two hundred forty-eight women, the highest percentage falling within any one frequency was approximately nine per cent in 50-54. No scores were recorded for the 115-119 frequency which was next to the highest.

Over all, the measures of central tendency were higher for men than women. The mean score for men was 57.89 which was 5.01 higher than that for women. The total mean was 54.06. At the ninetieth percentile the score was 90.38 as compared with the women's score of 87.10. The total score was 88.90. In the table below the same tendency is shown for other measures, namely, the first and third quartiles, the median, and the lowest percentile. But it is of interest to observe that all the History and Civics measures of the entrants of Western Illinois State Teachers College are above those of the 3,715 cases. The mean and other point measures of the men are substantially higher than the measures of all the cases of the twenty-two teachers colleges.

TABLE XI

A COMPARISON OF MEASURES OF CENTRAL TENDENCY AND OTHER POINT MEASURES OF 468 ENTRANTS OF WESTERN ILLINOIS STATE TEACHERS COLLEGE AND 3715 STUDENTS IN 22 TEACHERS COLLEGES.

HISTORY AND CIVICS.

	Western Illinois State Teachers College			3715 students in 22 teachers colleges
	Men	Women	Total	
Mean	57.89	52.88	54.06	54.09
P90	90.38	87.10	90.38	87-88
Q3	75.91	72.65	75.91	72.00
Mdn	58.44	53.86	58.44	54.00
Ql	38.50	37.00	38.50	35.00
P10	25.71	25.31	25.71	22.00
GEOGRAPHY				
Mean	35.20	30.50	32.71	36.48
P90	57.14	50.50	54.14	59.00
Q3	47.38	35.47	43.65	46.00
Mdn	35.37	29.42	31.90	33.00
Q1	22.41	19.50	20.85	22.00
P10	13.85	12.45	13.00	13.00

The frequency polygon on the preceding page shows graphically the distribution of the above table. Here, as in the History and Civics section, the scores for the men in Geography have the widest spread. The highest score for the women in Geography falls in the fourth from the highest frequency. While it is true there is one man's score above the same frequency, 70-74, nevertheless, two are in that frequency as compared with the one for women.

A further examination of the polygon shows conclusively that the general level of the scores for women was consistently lower than that for men. The histogram of the distribution for all the scores shows a positive skewness. The graph falls off sharply from the 35-39 frequency.

If reference is made to Table XI which shows the comparative measures of central tendency, the question can well be asked if geography and perhaps social studies in general are women's subjects. Even more so than in the Civics-History tests the measures of women's scores are lower by a great difference. In every case the measures are lower than the total for both men and women and for the 3,715 cases. The total mean score of the geography section is 3.77 lower than that for the total number of cases of the participating teachers colleges. It must be remembered, however, at this point, that in all probability very few of the freshmen who entered the college had courses in Geography in high school. In the western part of Illinois it may be that few if any of the high schools offer courses in Geography as a part of their curricula. Assuming that courses might be offered consistently, such courses would probably be electives. The question can be asked with some degree of assurance whether or not the Geography section of the Elementary and Classification Test is a really fair one to include.

From the Permit to Register cards of four hundred thirty-two freshmen in 1939 the percentages showed that 56.25 per cent would have to take a course in Economics to receive a degree or a two-year certificate.[7] One hundred per cent had not had a semester each of American History and Illinois History in high school. Sixty-eight and one-tenth per cent had had civics while 30.6 per cent had taken courses in Geography.

The comparisons of the freshmen at Western with students from all states would lead one to believe that Western entrants are of the same intelligence and achievement as those from all parts of the United States attending teachers colleges.

There were eighty of the one hundred seventeen students in the first quartile of either of the two parts of the Social Science section that were in the first quartile for both the Geography and the Civics and History section.

TABLE XII

QUARTILE DISTRIBUTIONS OF THE EIGHTY STUDENTS WHO WERE IN THE LOWEST QUARTILE OF THE CIVICS-HISTORY AND GEOGRAPHY TESTS

Quartiles	General Science	Arithmetic	Total Elementary Test	Total English Test	Total English and Elementary Test	Psychological Test
Q_4		4				3
Q_3	12	10	1	5	1	4
Q_2	18	18	12	22	11	20
Q_1	50	48	67	53	68	53

The foregoing table shows that sixty-seven of the total eighty were in the first quartile of the Total Elementary Test. Fifty-three were in the first quartile of the scores of the Total English Test and of the Psychological Test. On the total scores of both English and Elementary

[7] Western Illinois State Teachers College Quarterly, Announcement for 1940-1941, June 1, 1940, Western Illinois State Teachers College, p. 65.

Tests the first quartile showed sixty-eight of the eighty students in the first quartile of the Civics and History and Geography tests.

With those facts at hand the inference may be drawn that the social studies sections were consistent in revealing the low scholastic ability of students in other subject matter fields.[8] In the main it is somewhat evident that from the eighty freshmen previously referred to, most of them were not smart enough to "conceal their ignorance" in the fields of History, Civics, or Geography even though those fields are not quite so exacting as the physical or exact sciences.

When this group of eighty is perused only five freshmen are found classified as History majors; no Geography majors were indicated. Perhaps one is justified in saying this: that those who are low in a particular area do not choose it as a field for specialization. On the other hand according to the tabulation there are twenty-eight per cent of one hundred sixteen freshmen that are majors in some phase of elementary education. Results of placement show that a very large percentage of students, though majoring in specific fields, i.e., Mathematics, History, etc., nevertheless are placed in elementary teaching positions.[9] In spite of the fact that social studies are somewhat flexible in their basic concepts, it seems very probable that some of the future citizenry of America are going to suffer if these twenty-eight per cent (or more) continue to maintain the status their quartile ratings indicated in their results of Civics-History and Geography.

Aside from and in addition to the above assertion, even though only the small per cent indicated major areas of teaching which would involve the teaching of social studies, a sound teacher thoroughly trained must possess (of necessity) an appreciation of some of the more vital social, economic, and political problems facing America in these crucial times.

In his study in Arithmetic performance Dr. Ayre suggests more training in all elementary subjects.[10] This thought may be added. While success in academic achievement is not the only qualification for success in teaching it is reasonable to infer that students that do not have a greater mastery of the subject matter than is indicated by the test results should not be allowed to teach. On the basis of the results shown in Table XI, more emphasis should be placed upon their scholastic achievement at the college level.

The Scholastic Status of Students Majoring in History or Geography

Of the entire group of freshmen tested, forty-one majored in history and two majored in geography.[11] Of the larger group seventeen were in the fourth quartile on both Civics-History and Geography tests. Among the seventeen, eleven were paired in both fields. The third quartile showed fifteen as falling within the range while seven were in the same

[8] Ayre, H. Glenn: "Analysis of the Performance of College Freshmen on Arithmetic." p. 15.

[9] Ayre, H. Glenn: "An Analysis of the Performance of College Freshmen on Arithmetic," p. 17.

[10] Ayre, H. Glenn: "An Analysis of the Performance of College Freshmen on Arithmetic," p. 16.

[11] Taken from Tabulations of Freshmen test results filed in the office of Director of Research.

quartile of the geography test. Five students and four students respectively, were allocated to the second and first quartiles in Civics-History as compared with ten and seven in Geography.

While it may be unfair to assume that these facts reflect a lack of interest in the social studies, perhaps they do indicate that the students are not sufficiently interested.[12] In other words, if the social studies are the basis for citizenship training more students should be interested in them.

At the time of the examination the percentage of students choosing history as a major field and falling in the third quartile or better was seventy-eight per cent of the total of forty-one.

The Grade point average of the courses taken by these majors was 1.57 as an average for all courses taken in the History or Geography field. If a comparison can be made the general average seems to rank rather favorably with the trend of quartile ratings. If further generalizations can be made from the results of the tests, it would seem that those who were outstanding in the field chose it as their major area of academic endeavor. Numerous others who were no doubt of high quartile rank, however, made other choices.

Standards of Achievement in Social Studies for the College Freshmen

By the time the student has finished his high-school career and is ready to continue in college, certain attitudes in social sciences should have been developed. Basic in the foundation of these attitudes are certain fundamentals. Fortunately or unfortunately, these fundamentals may not be uniform. Certainly every student at high-school commencement probably knows that Jamestown was settled in 1607, or that Wolfe defeated Montcalm on the Plains of Abraham in 1763. Emphasis may be stressed or withdrawn in relating certain facts or principles depending upon the background and training of teachers.

Assuming that the testing program is adequate,[13] the record of four hundred sixty-eight freshmen in Civics-History, and Geography is not very optimistic. One will recall that mastery for civics-history was only fifty-five per cent, and the degree of accuracy was sixty-four per cent.

Even though the social sciences may still be in early stages of development, and even though we may accept merely the learning of facts as valid, the record mentioned above is far from being adequate upon which to build attitudes of citizenship or even professional ones. The American citizen, be he student, teacher, or layman, has had thrust upon him in a relatively short period of time, grave responsibilities as a citizen. Education has a new responsibility. The social science teacher has a grave responsibility. The large question arising at this point is: How well equipped are four hundred sixty-eight students with an average mastery of fifty-five per cent in a field that is probably basic in social studies to assume the role of a citizen?

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[12] The senior class showed only nine majors.

[13] Educational Policies Commission, *Purposes of Education in American Democracy*, National Educational Association, American Association of School Administrators; Washington, D. C., 1938, p. 111.

The mastery achievement indicated is not a very impressive record if the "main purpose of the social studies curriculum is to prepare the next generation for effective citizenship in a changing society."[14]

On the basis of results in the Civics-History test and the Geography tests, the awareness of students for social responsibility at the college freshmen level is not very great. This responsibility is defined by the Educational Policies Commission (N. E. A.)[15] as including sound perception of (1) social practice; (2) existence of unsatisfactory conditions; (3) social understanding; (4) tolerance for difference of opinion; (5) conservation; (6) scientific advance; (7) world citizenship; (8) law observance; (9) economic literacy; (10) civic responsibility; (11) an unswerving devotion to democracy.

If these, according to the Commission, are the criteria for citizenship, the teachers have a greater charge. The average citizen should be imbued with the above principle if the social studies are effective. The test results do not reflect a saturation of the qualities enumerated above. The teacher of the social studies at the elementary and secondary levels cannot be content to teach mere facts. They are essential, but teaching must transcend that level. Trends would seem to indicate that social attitudes are being created in the minds of children in grades as low as the primary.

On the whole teachers may not be as well trained in other fields of social studies as they are in political history and economic theory. Perhaps until sociological materials have been better organized for use in schools and more teachers have been trained in their use, the field of History will have to suffice.[16] The successful teacher in the social studies must be imbued with the principle that social change is inevitable. He or she in turn must be able to make the student recognize that society is a dynamic thing.

The teaching of the social studies in Modern America should have more meaning than just the mechanical saluting of the flag. The student should experience a deeper meaning as a result of the social studies. Clearer perception into the true meaning of democracy was never more important than it is today. There is danger of loose thinking and misplaced emphasis upon false standards. There is also a distorted sense of values in America today. These dangers can become too prominent in America unless social science is given its proper role in education.

Summary and Conclusions

(1). How well do four hundred sixty-eight college freshmen know the fundamentals of History and Geography?

The total number of responses that were possible if all students had given answers were 63,180 in Civics-History and 49,140 in Geography. The degree of mastery is shown by the fact that correct replies were given to fifty-five per cent of the items in Civics-History and to fifty-one per cent of the total in Geography. The mean of the Civics-History scores is

[14] Frederich, Robert Wendell and Sheats, Paul A.; *Citizenship Education Through the Social Studies*, 1936, Row, Peterson and Co., New York, p. 7.

[15] Educational Policies Commission, *The Purposes of Education in American Democracy*, 1938, National Education Association, U. S. A., Washington, D. C., p. 109.

[16] Beard, Chas. A., *The Nature of the Social Studies, Part VII*, 1934, Chas. Scribners & Sons, New York, pp. 194-195.

fifty-four being the same as that for 3,715 scores from twenty-two teachers colleges. The mean of the scores was forty per cent of the maximum score.

The Geography mean is 32.71 which is 3.77 lower than the mean for the scores from the twenty-two teachers colleges.

In Section A of the Civics-History test, at least five out of ten students could answer all fifteen items. In Section B, there were nine items that less than two out of ten could answer. No less than two out of ten could answer items in Section A of the Geography test. In Section B, three items were discovered which less than three out of ten could answer correctly.

(2) How accurate are these freshmen in response to the skills they attempted?

In Civics-History the number of responses was eighty-two per cent of the possible number. Of the actual responses, sixty-seven per cent were done correctly. As for the Geography test, eighty-one per cent of the items were attempted. The degree of accuracy was sixty-five per cent.

The greatest achievement was found in Section A of the history-civics test. At least seven out of ten could answer all the items. At least eight out of ten freshmen could answer twelve of the fifteen items. Twelve items in section B of Civics-History could be answered by nine out of ten students. Sixty-nine items were answered correctly by as many as fifty-seven per cent of the total number trying.

Section A of the Geography test shows somewhat the same achievement as that of Section A in the Civics-History. Seventy per cent of those attempting the items could answer them correctly. In Section B, nine out of ten could answer only three items correctly. Eight out of ten gave correct responses to fourteen items. No less than one out of every ten could do only four skills.

(3) In what skills do students accomplish the least?

Table VII is a compilation of the facts that answer the above question in detail. An examination of the table reveals that for the four items involving discovery, the degree of mastery was only thirty-three per cent and that of accuracy only fifty-three per cent. There were twenty-six items dealing with identification of persons which showed a mastery of only forty-four per cent and accuracy of sixty-three per cent. Mastery for the six items involving current events of Europe, mastery was forty-five per cent and accuracy sixty-six per cent. Skills included in identification of facts should be mastered by a person of average intelligence through the common channels of communication.[17]

Table VIII also answers the above question for Geography.[18] The thought has been previously expressed that perhaps not too many entering freshmen had had Geography as an high-school subject. That possibility may or may not have any bearing upon the results of the test. However, mention is made again of that possibility since it may have had a definite effect upon the results of the test. Three items concerned with zones showed only thirty per cent accuracy. Mastery was only

[17] See Table VII.
[18] See Table VIII.

forty-eight per cent for location. Identification of place had sixty-one per cent accuracy. Other phases of geography achievement showed similar results.

The recommendation can be made that, from the results set forth, the teacher of the social studies might revise teaching techniques in that field. There may be too much teaching of these subjects in the abstract without an attempt on the instructor's part to bring the subject matter into the realm of realism. History is no longer a series of political development and wars, but reveals the entire social, economic, religious development as well. The good teacher is wholly conscious of those implications.

If the analysis has no other value it should be valid in that it reveals the paucity of background in social studies. The issue is not that the student hasn't retained enough facts, *per se,* by the time he is ready to enter college. Rather it is that he doesn't have enough, if the test results are a good measure, as a basis for becoming a responsible member of society. The fact that less than two out of ten students knew what state set forth the nullification doctrine (item 44—p. 3) ; or what state was admitted as a free state by the Compromise of 1850 (item 45) ; or what kind of tariff the early democratic party advocated, seems to be responsible evidence that history teachers must be more thorough in their teaching techniques or must be more thoroughly grounded in that which is more important.

The majority of the four hundred sixty-eight freshmen taking the tests are potential teachers. The preparation of these people in the social studies should be given careful attention as the record will show that most of them preparing to be teachers will be teaching in the elementary or junior high school grades. An intense knowledge of fundamentals with a broad background to guide the student wisely are essential in correcting the deficiency in Civics and History.

Some gratification can be gleaned from the fact that the mastery and accuracy percentages in Civics were exceedingly high. That fact somewhat counterbalances the discouraging results for the entire Civics-History and Geography test.

For further substantiation of the premises set forth the following recommendation might be made. If subsequent analyses are made from scores of freshmen in years following perhaps a more substantial curriculum might be drawn. Comparisons of mastery and accuracy would be made that might indicate definite trends. In the main, all this analysis has shown is some indication of the larger tendencies and problems which confront educators and students of the entire field of the social studies.

From time to time throughout the analysis, suggestion has been made that the basis of the entire study has been the examination. That, in itself, may tend to color the whole thesis. The question is raised whether the test becomes a fair measure when the student is confronted with such items as 79 and 23 in the History test. Also in the Geography test, the student is asked to guess whether Mt. Lassen is an active volcano in the United States or not (item 132, p. 7). Perhaps a re-editing of the examination might increase its validity.

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"This Institution is a Member of the American Association of Teachers Colleges, Accredited since February 25, 1928."

This Teachers College was also accredited by the North Central Association of Colleges and Secondary Schools under the College standards, March 16, 1928, and has been accredited annually since that date.

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THE WESTERN ILLINOIS STATE TEACHERS COLLEGE

QUARTERLY

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By

THE PERSONNEL COMMITTEE

Published by the Western Illinois State Teachers College
Macomb, Illinois

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STATE OF ILLINOIS
DWIGHT H. GREEN, Governor

THE WESTERN ILLINOIS STATE TEACHERS COLLEGE

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F. H. Currens
Ethel Ray
D. Louise Sharp
R. R. Simpkins
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FOREWORD

The Western Illinois State Teachers College, like most other higher institutions, has gone through a rather extended period of the gradual development of most of its present practices and procedures. Each of these started in a very small way, as an experiment, without any very thorough analysis of its total possibilities, or its definite outcome.

For example, the personnel program of this college was meager as it was carried on in the early days by the president and perhaps a few faculty members who were indirectly interested. In time, due to the fact that the president was a man, it was thought advisable to have a dean of women, who in extreme cases could counsel with the women in the student body, but this title went to a regular member of the faculty, who carried approximately a full teaching load, and likewise carried on a few of the duties which deans of women now have.

Still later, when the business of the college grew, and most of the time of the president was absorbed with other matters than those of counseling, a similar arrangement to that already described, was made for a dean of men. So the program grew.

About a year ago, a Personnel Committee was appointed, with the Director of Research as chairman, to review the whole personnel program which has now grown up in this institution, examine it carefully for duplications, and likewise for thin spots in the program which ought to be reinforced. This committee has now made its report, which is principally set forth in this bulletin giving an organization of the personnel work as they found it.

It is hoped that those interested in college personnel work in other teachers colleges will go through the bulletin carefully, and send their comments and suggestions for improvement to the chairman of the committee, Dr. L. M. Schleier. We hope to profit by constructive criticism, and improve our own program.

W. P. Morgan.

STUDENT PERSONNEL WORK
WESTERN ILLINOIS STATE TEACHERS COLLEGE

CHAPTER I

INTRODUCTION

During the Spring term of 1940, President Walter P. Morgan of the Western Illinois State Teachers College appointed a committee to study the problem of Student Personnel Work at the College. This committee is known as the Personnel Committee. The members of this committee are as follows: Mr. D. L. Bailey, Director of Rural Education; Dr. F. H. Currens, Dean of the Faculty; Miss Ethel Ray, Chairman of the Student Achievement Council; Dr. D. Louise Sharp, Dean of Women; Mr. R. R. Simpkins, Head of the Department of Education and Director of the Training School; Dr. Olga Sirola, College Physician for Women; Mr. Edwin W. Schreiber, member of the Department of Mathematics; Dr. M. N. Thisted, Dean of Men; Miss Hertha Voss, Registrar; and Dr. L. M. Schleier, Director of Research as chairman. Due to the resignation of Dr. Sharp, Dr. Elizabeth Carter, the new Dean of Women, was made a member of the committee. Dr. Arthur Ter Keurst, Dean of Men, during the absence of Dean Thisted, has also served on the committee.

The Committee met a number of times during the latter part of the Spring term and the early part of the first Summer term. A great deal of material was assembled and discussed. It was finally decided to mimeograph all materials, to submit copies of the material to all faculty members of the College for criticisms and suggestions, and to publish the corrected and revised material in the form of a College Bulletin. The pages that follow are the result of the combined effort of the Committee and numerous members of the College faculty.

CHAPTER II

PRE-COLLEGE GUIDANCE

I. THE WORK OF THE DEANS OF MEN AND WOMEN

The offices of the Dean of Men and the Dean of Women furnish all housing information. A list of approved rooms is available to students of each sex. Before a householder can have her house listed, the rooms are carefully inspected with respect to space, lighting, furniture, cleanliness, bathroom facilities, and the like. Failure on the part of the householder to provide minimum facilities is a cause for removal from the approved list. On the other hand, the students are obligated to comply with the rules and regulations set up by the householder, such as the maintenance

of order, cleanliness, and the like. The women students are governed by an additional set of regulations, which are similar to those at Monroe Hall.

Although the school does not encourage any student to enroll who has to work in order to remain in school, the offices of the deans secure employment information, both about jobs available and about men and women who are willing and qualified to work. The work schedule of the students is reviewed by the deans, who reduce the subject-load of the student whenever the number of hours of work exceeds a specified limit. Placement is made for part-time regular employment and for irregular employment. Problems in employer-employee relationships are brought to the deans for discussion. Either party may consult the dean.

There are two distinctive features of the pre-college guidance program for freshman women, one of which is the orientation booklet distributed to each prospective freshman woman. This booklet contains material regarding college traditions and customs, wardrobe recommendations, extra-curricular opportunities, etc., compiled by the Western Association of Women Students.

The second distinctive feature of the guidance program is the Big-Little Sister organization, which is described in some detail elsewhere in this report.

II. THE FUNCTIONS OF THE REGISTRAR'S OFFICE

The registrar's office of Western Illinois State Teachers College serves as an agent for pre-college guidance in that numerous visitors—prospective students, their parents, other relatives, and friends interested—seeking information about the college, make their first contact with it through this office. The information sought includes curricular advisement, extra-curricular activities, board and room accommodations, costs of all items incident to attendance, and opportunities for self-help. Many questions are asked about certification requirements and the relative possibilities of placement in the various teaching fields.

Many additional contacts are made through telephone inquiries, by correspondence, and by the distribution of general catalogues, prospectuses, and various other printed and mimeographed materials referred to in the preceding section. In addition, printed and mimeographed outlines of special Curricula in Agriculture, Commercial Education, and Public School Music, lists of approved rooming and boarding places, applications for N.Y.A. employment and Application for Admission blanks are sent to prospective students.

These phases of pre-college guidance are not restricted to the Registrar's office, but are also maintained in the offices of the Dean of Men, the Dean of Women, the Dean of the College, and the Business office.

Admission

Application for Admission blanks[1] are sent to the high school principals of the schools in this territory from which most of our students come. The blanks are sent out the second or third week in May each year, accompanied by a letter asking for the cooperation of the principal in getting the blanks to the high school seniors who are interested in attending this college. The application form consists of two parts.

Part I is filled in by the prospective students. The information it supplies, when properly filled in, includes family history, health, education, occupation, educational interests, etc.

Part II is filled in by the principal and contains: Rank in high school class, mental test score, mental age, intelligence quotient, names, scores, and dates of other standardized tests given, unusual achievements, studies failed, and high-school credits and marks.

When these Application for Admission blanks are received in the Registrar's office, "Permits to Register"[2] are mailed to the applicants for admission.

Admission Requirements:

The requirements for admission are graduation from a four-year accredited or recognized high school, or fifteen units of credit earned in an accredited or recognized high school.

Although "selective admission" is not a part of our program seventy-five per cent of the freshmen in the fall of 1940 came from the upper half and 10.4 per cent came from the lowest quartile of their graduating classes.

Factors inherent in the college procedures and practices that may have a restrictive or selective influence are:

(1) Freshman tests (required of all entering freshmen; the results of which do not affect admission, but are used for classification and counseling).

(2) Distribution of literature encouraging only those to come who have a real interest in becoming teachers and who have the personal characteristics deemed essential to success in teaching.

(3) Solicitation of the cooperation of high school officials in the matter of pre-college guidance.

(4) Discouragement of the obviously unfit by direct interview.

Student Records

1. *Academic Records*

The form of the Academic Record[3] was designed and is used for sending out transcripts as well as serving as a permanent record of the

[1] See Appendix A.
[2] See Appendix B.
[3] See Appendix C.

students' scholastic accomplishments. This record form, it is felt, is quite complete. It is convenient in size, and is adapted to the Kardex visible file. Entries are made by typewriter. It may be readily reproduced by the blue-print or photostat method.

2. *Non-academic Records—Cumulative Personnel Record*

The areas of personnel endeavor provided in this record are considered essential for effective guidance, instruction, and administration. Personnel blanks[1] are filled out once each term by all college students. The items about which information is gathered and recorded include: Personality rating, family history, achievement, notable accomplishments and experiences, self-improvement, extra burdens, and vocational data. These data are recorded on the student's non-academic record blank.

It is felt that this record is quite complete. It is adapted in size to the Kardex visible file and is housed in the same storage unit with the Academic Record—an important feature in point of (1) interrelationship, (2) accessibility, (3) convenience.

The office of the registrar renders personnel service to the students during the period of college attendance in the diverse forms mentioned under "Pre-college Guidance". It dispenses sundry information and directions to students and confers with them on any of their difficulties. Perhaps the primary service is that of curricular advisement. This term is here used to include: (1) Conferences with transfer students; (2) evaluation of transferred credits and adjustment to curriculum chosen; (3) advice on schedules; (4) change of curriculum; (5) change of major; (6) change of schedule; (7) warn students of poor scholarship; (8) notify students at the mid-term of unsatisfactory work; (9) notify students at the end of the term of courses failed; (10) receive applications for certificates, diplomas, and degrees.

It is felt, however, that in attaining this size, space has been sacrificed. It is also found that in the securing of "personnel data" each quarter by means of the Personnel Blank, there is much duplication of material from term to term. Another criticism is that an attitude of indifference and carelessness is developed on the part of the students by requiring them to fill in such blanks each quarter.

III. THE DISTRIBUTION OF COLLEGE LITERATURE

One method of acquainting prospective students with an educational institution is to supply them with various types of literature that deal with the aims and functions of the college. Typical activities of students—both curricular and extra-classroom—are explained and illustrated. Pictures of buildings, grounds, and equipment are included.

The Western Illinois State Teachers College has had as a phase of its public relations program the dissemination of information for the purpose of meeting the foregoing need. Some typical publications

[1] See Appendix H.

are: (1) "The Open Gate and Open Door." This publication was named in honor of the beautiful Kappa Delta Pi gateway at the main entrance to the campus. The purpose of this bulletin is to furnish pertinent information, concerning the teaching profession, to high school graduates. It first deals in particular with factors that the high school graduate should consider in choosing a vocation. Among other topics that receive consideration are college buildings, the college campus, student homes, college expenses, opportunities for work, student participation in college government, student health, the curricula, the faculty, teacher placement, honor societies, college organizations closely affiliated with the major fields of knowledge, college publications, recreation, athletics, social life, and the alumni association. (2) "Looking Ahead," (3) "What of Teaching?", (4) "Training Teachers for the Youth of Illinois," are but samples of the titles used. The foregoing are typical of the attempts made by the College to interest young people in studying the teaching profession in order to determine whether or not they might be interested in it as their life work.

IV. FIELD AGENTS

In 1939, the Western Illinois State Teachers College inaugurated a system of county committees. The purposes of these committees may well be stated as follows: (1) The College feels that it should be well informed concerning the problems that confront the schools for which it is preparing teachers. These are problems of administration, methods of teaching, problems concerning the development of the curriculum, extra-classroom activities, community relations, etc. (2) It is felt that the time is ripe to do all that is possible to recruit the best material that is available out of which to train teachers for the schools of tomorrow. This can be done by acquainting high school pupils with the field of teaching. It will encourage those who think of teaching as a life career to attend a teachers college. It might help to discourage those who are unsuited for future teachers. (3) A third function of the county committees is to work with the alumni associations within the several counties. This helps to foster a closer relationship between the college and its graduates.

The personnel of the county committee system consists first of a general steering committee of seven members whose duty is to formulate the policies under which the several committees shall function. The main idea is that there must be unity of purpose in all that is to be done. For each county in that part of Western Illinois which is known as the Military Tract and from which the majority of our students come, there is appointed a committee of three faculty members—a chairman and two assistants.

The procedures employed by the committees might briefly be summarized as follows: The chairman of each county committee contacts the county superintendent of schools, the city superintendents, and school principals, and the president of the Western club. Arrangements are made for visiting classes, talks to high school seniors, individual and group conferences with those who are interested in attending the teachers college. Literature that explains the functions, the curricula, the activties, living expenses, and general life at the college is distributed.

It seems rather early at the present time to evaluate the success of the present plan. However, those who have made the greatest number of contacts seem to feel that it is serving a useful purpose. Faculty members are becoming more keenly aware of the fundamental problems that deal with teaching in a particular area of Illinois; former students seem pleased to renew their acquaintances with the college; and students who choose teaching as a profession enter college with a better understanding of what it is all about.

V. GUEST DAY

During the Spring of 1937, a new program, which deals directly with the personnel problem, was inaugurated at the Western Illinois State Teachers College. Those responsible for this program chose to call it "Guest Day." It should be stated by way of explanation, that not all parts of the "Guest Day" program are new. It is, however, a new emphasis placed upon much that is old, with new additions and reorganization of the entire program. The program for this day consists of (1) the educational and vocational guidance conferences,[1] (2) the "Open House", (3) demonstrations of typical college activities, (4) tours of the campus, and (5) some form of reception for our guests. Outstanding men and women in the field of guidance are invited to give addresses to high school students on such topics as "Choosing a Vocation", "Occupational Opportunities for Young Women", "Finding Your Place in a Changing Occupational Field", "Differences Among Occupations", "Some Career Considerations", and the like. These addresses are followed by discussion periods. The students then go to smaller conferences that deal specifically with training for such professions as law, medicine, dentistry, engineering, teaching, agriculture, civil service, commerce, art, and other major lines of activity. These conferences and discussions are lead by specialists in the several fields.

Another feature of our program is what we call "Open House." At these meetings, usually presided over by department heads and assisted by various faculty members and advanced students, an attempt is made to present a true picture of what the academic and professional life at the college is like. Pupils see demonstrations in the laboratories, view

[1] See Appendix E for detailed list of all activities for the year 1940.

motion pictures, discuss their problems with faculty members, ask questions, and in general gain an elementary conception of this institution that is known as the teachers college.

Tours of the campus are conducted by college students. The Training School, the dormitory, the gymnasium, the athletic field, the library, etc., are visited. These tours are usually followed by a very informal reception at Monroe Hall, the residence hall for college women.

The final part of the programs have consisted of band concerts by the College band, "College Prevues" which have attempted to present a true picture of life at the college, performances of light operas by Gilbert and Sullivan, such as the "Pirates of Penzance", the "Sorcerer" and others.

The results of such programs as have just been described are difficult to measure. It is known, however, that (and this information is gotten from pupils and teachers) both pupils and public school teachers and officials regard it very highly. When the high school graduate comes to college the next autumn, he knows his way about the campus, he has gotten rid of a great amount of timidity, and makes his adjustments much more readily and effectively.

CHAPTER III
ORIENTATION

Orientation will be discussed under three heads—Orientation as carried out during Freshman week, Orientation as carried out in connection with Freshman English, and Orientation as carried out in connection with the several curriculums.

1. ORIENTATION AS CARRIED OUT DURING FRESHMAN WEEK.

The orientation of freshmen begins on Wednesday morning of Freshman Week and continues through Sunday. On Wednesday morning the freshmen are assembled in the auditorium and made acquainted with a few of the college songs. They hear an address of welcome by the President of the College, after which the freshman testing program is begun.

On Wednesday afternoon and Thursday morning the freshman testing program, which consists of The American Council on Education Psychological Examination, The Teachers College Personnel Association English Examination, The Teachers College Personnel Association Elementary Examination, and the Bernreuter Personality Inventory, is completed.

On Wednesday evening the various types of curriculums which the college offers are explained in detail. Students are given an opportunity to indicate a tentative choice of curriculum. The results on the placement of teachers as indicated by the director of the placement bureau are given before the students are asked to decide which will probably be the curriculum they would like to pursue.

On Thursday afternoon the students are instructed how to register. The remainder of the afternoon is spent in discussing, with their counselors, the curriculums they have chosen. Students at this time are given an opportunity to change curriculums if they decide, as a result of their discussions with their respective counselors, that they are not properly suited for the curriculum they have chosen.

On Thursday evening the freshmen are given free tickets to attend a program at one of the downtown theaters as guests of the management. The theaters generally try to arrange some picture that will be especially interesting to these young people. It is not essentially an educational program.

On Friday morning of Freshman Week the students register for the courses they will take during the first term. Each student has his identification picture taken. On Friday afternoon the freshmen are given instructions regarding the procedure to follow in the use of the library. Following this they secure their textbook assignments. At 3:30 P. M. they have a second conference with their counselors. On Friday evening the students meet in the auditorium for demonstrations or moving pic-

tures explaining the activities and work of the organizations of the College. At 9:15 o'clock on Friday evening the Men's Club and the Women's Club sponsor an all-school dance.

At 8:00 o'clock on Saturday morning the freshman men have a conference with the dean of men and the freshman women have a conference with the dean of women. At this time many of their responsibilities and duties are explained to them. At 9:00 o'clock the freshman men meet with the director of athletics for the purpose of hearing a discussion of general athletics and physical education problems. The freshman women meet at the same time with the director of physical education for women for the purpose of discussing problems pertaining to health and physical education. At 10:00 A. M. all freshmen meet in the college auditorium where the traditions and customs of the college are explained by the President. At this time they are given a copy of the "Student Handbook" which lists the various rules and regulations of the College. On Saturday afternoon the freshman women are given a Big-Sister party by the Western Association of Women Students and the freshman men are given a picnic by the Men's Club of the College.

2. ORIENTATION AS CARRIED OUT IN CONNECTION WITH FRESHMAN ENGLISH.

All freshmen are expected to become familiar with the book "College and Life" by H. C. Bennett.[1] This work is handled in connection with freshman English courses through definite reading assignments. Discussions of the topics assigned are a part of the freshman work. The nature of the work as presented in this text is as follows:

POINTS OF DEPARTURE
- Purposes and previews
- Problems of Self-direction

LIVING IN COLLEGE
- College Goals and Values
- Getting Acquainted and Making Friends
- The Distribution of Time
- Life Values in Your College Studies

LEARNING IN COLLEGE
- Possibilities and Advantages of Improvement in Study Methods
- The Nature of Study and Learning
- Conditions for Effective Study
- Effective Attitudes and the Control of Attention
- Effective Remembering
- Note Taking
- Using the Library

[1] College and Life, H. C. Bennett, McGraw Hill Book Company, 1933.

Effective Silent Reading
Thought and Its Relation to Study and Living

BUILDING A LIFE

Some Problems of Self-knowledge and Self-development
Heredity and Environment
Methods of Self-discovery
Some Trends and Pitfalls in Human Development
Mental Health
Suggestions for Development of Personality
Developing a Wholesome and Effective Personality
Developing a Life Philosophy
The Place of Marriage and Home in a Life Plan
Vocational and Avocational Planning—Knowledge of Self
Vocational and Avocational Planning—Checking Self against an Occupation

CHAPTER IV

COUNSELING

I. EDUCATIONAL AND VOCATIONAL COUNSELING

The educational and vocational counseling functions of the Dean of Men and the Dean of Women are so similar that a separate treatment seems unnecessary. The deans are consulted daily for advice relative to scholastic difficulties. In many cases vocational aptitude is a factor, in spite of the assumption that all students enrolled at Western plan to become teachers. When a student shows inaptitude for majoring in a particular field or for teaching in general, the dean aids him in his selection of another major or advises him to change his vocational goal.

At the middle of each quarter, students doing poor or failing work are given "D" or "F" reports, which they present to the proper instructor for suggestions and then bring to the dean for further counseling. This counseling often results in a lightening of the student's scholastic schedule, a reduction of his load of part-time employment, a limitation of extra-curricular activities, or any combination thereof. Advice is frequently given regarding the budgeting of time.

Freshmen ranking in the three lowest deciles on the psychological examination are called in for careful counseling on or before the third week of the fall quarter and periodically thereafter, until they withdraw from college or have demonstrated their ability to do satisfactory college work. The deans' offices contain books and monographs on vocational education. Also, a vocational guidance shelf has been set aside in the college library.

For the promotion of scholarship, the college has such devices as special social privileges accompanying high scholarship among women students, participation in extra-curricular activities dependent upon scholarship standing, competition for awards among the large rooming houses for men, and publication of an honor roll at the end of each term.

To aid the deans in their counseling, the following information is available in either the deans' offices, the registrar's office, or the office of the director of research: freshman test scores, Bernreuter personality rating, high school record, recommendations of high school principals, college academic record, extra-class activities, health, housing, and study conditions, ambitions, part-time employment, etc.

Educational counseling is carried on throughout the school year. Students failing to meet the scholastic requirements are referred to the deans both at mid-quarter and at the end of the quarter. After investigation, recommendations concerning a small number of the more serious cases are submitted to the Scholarship and Discipline Committee. This committee reviews each case carefully and presents a report, together

with recommended action, at the next regular faculty meeting. The faculty then votes to place on probation or suspend from the college, as the case merits.

II. COUNSELING ABOUT PERSONAL AFFAIRS

The most common problems encountered are low grades, poor study habits, irregular class attendance, problems of finance, emotional and social maladjustment, and problems encountered in student-teacher relationships, parent-student relationships, student-householder relationships, man-woman relationships.

Student problems are discussed briefly by the deans at their group conferences with the freshmen during Freshman Week. Many faculty members recognize the close relationship between personal worries and academic achievement. These instructors aid in the guidance program by either counseling students or by referring them to the appropriate dean for counseling.

The women students of Western have a Big-Little Sister organization which aids in the problem of freshman adjustment. During the summer each prospective freshman is assigned to an upperclassman who has volunteered to act as her big sister. The two correspond during the summer, discuss campus problems, and attend orientation programs together during the first few weeks of college. After registration in the fall, the freshmen are divided into discussion groups of approximately twenty each, with a sophomore or junior woman as leader and a faculty wife as sponsor. These upperclass leaders confer with the Dean of Women in attempting to straighten out some of the difficulties encountered. For example, if a girl does not participate in the social program, an effort is made to interest her in social development, and practical methods are worked out to draw her into the group. On the other hand, excessive participation in outside activities may affect health or scholarship. In such cases, measures are taken to correct this situation. Problems of dress and manners are taken up in the discussion groups. Reference material dealing with these and other problems are available on a reserve shelf in the Dean of Women's office.

III. COUNSELING MAJORS

The counseling of majors and individuals has always been considered of prime importance at the Western Illinois State Teachers College. However, the informal program which had been in vogue for many years was considered inadequate, so about eight years ago the college administration and faculty discussed ways and means of bringing about needed improvement. President W. P. Morgan appointed a special committee whose duties were to make a study of the counseling being done at West-

ern and in other colleges. This committee finally made its recommendations to the faculty and a system for counseling was adopted in the year 1934.

The newly adopted plan for Western provided for a counselor for each major group. The head of the department is usually the one to do the counseling for the students majoring in his department. Each counselor keeps certain records of all majors and counsels with them in groups and individually as the need may arise. Some of the duties and activities are carried out by all counselors while in other cases assistance from other members of the department is secured.

Department record blanks[1] for keeping a rather complete record of each major have been designed. These record blanks are made out by the students and counselors and are kept by the counselors. These department records are used at group and individual counselor meetings or at such other times as there may be reason for referring to the student or recording information about him.

Department record blanks contain a great variety of data and information about each student. They include: (a) a complete academic record of the student, (b) the major and minor subjects required and completed, (c) department requirements by years, (d) prerequisites for student teaching and student teaching records, and (e) the results of freshman entrance and classification examinations. There is also much personal data pertaining to the student such as picture, address, activities and honors, hobbies, special interests and abilities, and other data of a miscellaneous nature.

Each student is rated on an appropriate rating blank[2] by the faculty members of the department to which he belongs. This rating is done for all the students who are planning to graduate from the two- and four-year courses and others who plan to teach the following year. This rating is done by the department members in a group meeting or by individual instructors. A composite rating is made by the counselor. This information is used extensively in aiding students to obtain positions for which they are prepared.

Student personnel blanks[3] are filled out by the students once each term during the entire period the students remain in college. These blanks obtain information relative to the extra-curricular activities, interest, type and amount of outside work, present and future purposes, rooming and boarding arrangements, attitude toward college work, and other important information. These data are recorded on the permanent records of the student after which the blanks are available to the counselors.

[1] Department Record Blank, Appendix F.
[2] Appendix G.
[3] Appendix H.

There is also a variety of other data obtained from the students by the counselors. Each student furnishes his counselor, if the latter so desires, a carefully prepared autobiography. This is filed in the individual manila folder which is kept for each student. This folder is used for the assembling of all information and blanks pertaining to each student. They are kept by the counselors for ready reference when the occasion may arise.

The training-school teachers have a variety of ways in counseling student teachers. One method is to have each student rate himself at mid-term, using the same rating blank that is to be used at the end of the term. A conference is then held for the student teacher by the training-school teacher at which time much helpful guidance is given to the student. The student-teacher rating cards[1] are again filled out at the end of the term, but this time by the training-school teacher. A copy of this rating card is filed with the student's counselor.

The students in the elementary departments, as well as in some of the special and high school departments, are required to assemble, organize, and file appropriate teaching materials for use in student teaching and for regular teaching when positions have been secured. This type of counseling proves to be of great value to the students.

Group counselor meetings are held on registration day and once during the term at which times the counselor advises his majors. Students are informed in regard to special requirements of the department, how to register and begin their work, how to study, and are told of opportunities for teachers in the field in which they are preparing to teach. The academic program of each student is completed at this group meeting, and errors for enrollment are checked. The enrollment cards of each major are then signed by the counselor. This is an indication that registration has been completed in a satisfactory manner. Those who intend to do student teaching during the year are divided into groups at the first group counselor meeting at the beginning of the year. Through this procedure the schedule for the student teaching for the entire year is determined.

The counseling plan at Western provides for individual conferences with majors. There are two periods per week scheduled for each counselor as well as other faculty members for individual counseling of majors and other individuals. Many counselors take more than two periods per week for this counseling. This time is devoted to the discussion of educational, social, economic and other problems of the individual student. The self-ratings by student teachers are individual in nature. These self-ratings are made by the student at mid-term time. They pertain to the student teacher in terms of: personal qualities, managing power, preparation, teaching power, and accomplishments in terms of desirable out-

[1] Appendix I.

comes in teaching. The training school teacher holds individual conferences with the student teacher in which the above ratings are discussed thoroughly and many suggestions for improvement are made.

Individual student conferences are held as often as are deemed desirable. These conferences are used for personal guidance which includes: integration of education, social, recreational, economic, vocational, civic, and moral guidance with emphasis on the intimate needs of the individual. Constructive suggestions are made which will help the student to overcome his weaknesses. Guidance in all phases of professional needs is provided.

The counselor helps his majors to secure desirable positions whenever this is possible. The majors are informed concerning the ethics of the teaching profession. Instructions are provided how, when, and where to make application for teaching positions. Letters of recommendation for the majors and personal letters for school officials are written by the counselors. These letters form part of the student's recommendations which are on file in the placement office. A record is kept of the positions obtained by majors. The counselor also attempts to make desirable contacts with his majors after they are located in teaching positions.

Department clubs and extra-classroom activities are organized for the students. The counselor is usually the advisor of his department club. He also advises his majors to take part in appropriate extra-curricular activities which will aid in their educational, social, and cultural development. The counselor helps whenever possible in sponsoring educational excursions.

Students in education, psychology, and student teaching are taught how to study and how to meet individual pupil needs. Guidance records are kept for the entire time the pupil is enrolled in a Western Training School. Each student teacher works intensively with one pupil in the class or school in which he is teaching.

Complete agreement on exactly what constitutes the duties of each counselor at Western has not as yet been secured. There is, therefore, quite a large variation in what is done by various counselors in the counseling of majors.

IV. COUNSELING BY CRITIC TEACHERS

The supervising critic has opportunities that no other members of the faculty have for getting a complete picture of student personality, for recognizing and pointing out to the student factors of weakness and strength, for planning with the student professional and personal growth, for obtaining the confidence of the student as a basis for highest type of guidance.

The credit card[1] given to each student at the end of each quarter has an analysis of teaching on the reverse side as a basis of criticism and

[1] Appendix J.

evaluation. These ratings are used in conferences during the term as well as in the final report. A duplicate of this card, with the exception that a paragraph or so of criticism is written on the face of the card, is retained in the office files.

Group conferences are held on Tuesday of every week, 4:05 to 5:00, by each critic with all her student teachers. At these conferences there is a discussion of general principles and their application in the light of what has happened the past week; there is a forward look—insight, direction, ways and means—for the next week's planning; there is a discussion of general problems of teaching—professional ethics, public relations, conservation of health and energy, recreation, social sense, professional attitude and growth, qualities making for success and for failure. There is practice of the necessary skills—making out reports, preparing child report cards for the parents, writing unit summaries for record book, making plans of new units, bibliographies, unit-portfolios, filing systems, etc.

Individual student conferences are held as often as needed in terms of personal guidance—integration of educational, vocational, health, and recreational guidance with more intimate problems of social, civic, moral and personal guidance, constructive criticism and often frank analysis with student of traits, habits, mannerisms, weaknesses that should be corrected with suggested procedures; and guidance in all phases of professional growth.

College Personnel and Guidance has three objectives: (1) the welfare of college students, (2) the making of a complete picture for the benefit of employing school officers, and (3) the professional education for guidance in the public schools.

The work of the placement bureau is concerned with the second objective and consists of a partial inventory of the factors that determine the teaching personality with individual judgment as to probable success.

A personal data sheet is made out by the student while the college staff, including placement officers, department counselors and department instructors, makes out professional data sheets giving summaries of experience, fields of preparation, personnel estimate, efficiency estimate, and letters of recommendation.

A complete picture would require more exact knowledge as to health furnished by College Health Department and official statement by deans regarding reputation and conduct. Many school officers desire a statement from the candidate as to interests and hobbies. Many would like an anecdotal personal history.

On the other side is the query whether a frank analysis with complete data does not prejudice the chances of an applicant as against an uncritical blanket recommendation as given out by some schools.

CHAPTER V

HEALTH SERVICE

Within the last fifteen years the development of a Health Service for college students at Western Illinois State Teachers College has been rapid.

During the fall of 1927, college students began to receive routine medical examinations from a physician sent here from the State Department of Health. In the fall of 1930 a resident health department was organized by the acquisition of a registered nurse who checked over students who were referred to her by the deans' offices because of absence from an illness, and she rendered first aid services. At this time our local physicians plus a physician from the State Department of Health did routine medical examinations on the students.

In 1931 a full time woman physician was added to the service, and she gave routine medical examinations and health service to college women. The men students were examined by our local physicians.

The demands on the service grew heavier, the number of men students increased so that in 1936, a physician for men was acquired for the staff, and he became the head of the Department of Health and Physical Education. At this time, instruction of health and hygiene by a physician was incorporated into the college curricula.

With a staff of three, and two clinic offices, men and women college students are receiving student health service. One of the first services that these offices can render is the detection of remedial physical handicaps of individuals. The most common of these have to do with (a) vision, (b) teeth, (c) cardiac, (d) glandular, (e) posture, (f) malnutrition, (g) hearing, and (h) anemia.

The second function of the clinic offices is to maintain the health of students by guidance on (a) amount and type of physical activity, (b) amount of academic load, (c) amount of extra-curricular activities, (d) amount of social activities, and (e) advice on personal, epidemiological and medical problems as they arise.

The third function of the clinic offices deals with the admission of students to classes after illness. It concerns (a) the readiness of individual students to return to classes, (b) types of diseases, (c) protection of health of the school, and (d) communicable diseases.

The second large category of services performed by the clinic officers has to do with physical and medical examinations. The staff makes complete examinations of all freshmen and new students. All students on restricted physical activity are reexamined each quarter. Athletes are given yearly examinations. Students with repeated absences from classes

from any one cause are also given reexaminations. Special laboratory examinations as indicated by the staff include (a) blood, (b) urinanalysis, (c) Wassermann, and (d) throat swabs.

The records of the office clinics include (a) medical history; (b) medical examination; (c) notation of reason for visit to the office; *e. g.*, (1) consultation, (2) absence, and (3) injury; and (d) data to be used for guidance relative to (1) the academic program, (2) physical activity, and (3) job placement.

The clinical and infirmary services may be described as follows: The College maintains two medical offices, the one is a well equipped clinic for men which is housed in the Morgan gymnasium; the second is a well equipped clinic for women in the new Training School building.

The chief duties performed by these clinics are (a) the rendering of first aid, (b) the dispensing of medication that is necessary for immediate relief, (c) allowing students bed rest when they suddenly become ill, (d) minor orthopedic procedures, (e) physical examinations, (f) consultations, and (g) admission to classes after illness.

For the benefit of all students of the College, the Student Handbook includes the following information:

There is available here at the present time a student health service for College, Academy, and Training School. The purpose of this is to determine in a measure through a regular yearly physical examination each individual's fitness and to advise corrections of deviations from the normal in order to increase the personal efficiency and well-being of everyone.

Emergency work is also taken care of from day to day by the school physicans and graduate nurse in their respective offices on the second floor of the Gymnasium and Room 12 of the Training School Building. After absence from school due to illness, students who have not had the care of a physican are required to consult with the school physican to determine whether or not it is advisable for them to return to classes. Hours available for such consultation will be posted on the bulletin board from time to time.

At the beginning of the college year a sum of money is set aside by the Student Activity Board for use in the payment of emergency health service. The Health Committee designed an official Hospitalization and Medical Record card which must be used in every case and which has printed on one side the regulations which must be followed and which are reproduced below.

1. No college student or member of the faculty is eligible for the service outlined below at the expense of this fund unless he presents a card from the college physican designating and approving the type of service to be rendered and then only to the amount specified below.

2. In emergency cases where the approval of the college physican cannot be obtained in advance, the case may be presented to the Health Committee of the college for consideration within three days after return to college, but no compensation will be available unless favorable action is taken by the committee.
3. In cases where the college physican approves a conference between a college student or faculty member and a local physician for the purpose of a diagnosis and treatment or an X-ray, the Health Committee will pay not to exceed $2.50 for the diagnosis or one-half of the cost for the X-ray up to $5.00. The student or faculty member must pay any amounts in excess of these allowances.
4. In cases where the college physican approves hospitalization, the Health Committee will pay not to exceed $2.25 per day nor more than $15.00 for one week in the hospital. The student or faculty member must pay any amounts in excess of these allowances, and in no case will any allowance be made for more than one week at the above rate in a hospital.
5. No chronic cases or ailments developed before September 15, 1934 or prior to the patient's connection with the Western Illinois State Teachers College will be allowed treatment at the expense of this fund.
6. In case a student is in need of immediate transportation to his home because of illness or communicable disease and is in no condition to make the necessary arrangements, a college physician is authorized to make arrangement but the student must pay the cost of same.

There are frequent consultations with the physicians of the city in epidemics of contagious disease, and students are advised to see their family doctors for routine treatment, medical and operative care.

CHAPTER VI

MENTAL HYGIENE SERVICES

I. DEFINITION

Mental hygiene service for college students is a point of view, a goal, involving a broad constructive program in the direction of optimal personal and social adjustment generally to be developed by and within the institution as a whole. There are three phases with which the institution should be concerned: constructive, preventive, corrective. The mental hygiene point of view recognizes the fact that the mental aspects of health is of as vital moment as the physical and is equally needful of special and appropriate attention.

II. ANALYSIS OF PRESENT PROGRAM OF MENTAL HYGIENE

To the extent that the institution, in its physical plant, curricular offerings and demands, faculty-student relationships, provision of wholesome social opportunities, broadly conceived (including extra-curricular activities, housing, man and woman relationships), care for physical well-being, functioning of placement facilities for vocationally satisfying jobs minister to the self-realization of student in socially desirable ways, the program meets the requirements for the constructive aspects of mental hygiene.

In so far as its admissions, scholastic and social standards (broadly conceived and having regard for realities), methods of dealing with scholastic and disciplinary cases, and provision of service for physical and mental health consultation are adjusted to meet individual needs so that individuals count as individuals the preventive aspects may be said to function.

Since human personality is the product of many interacting forces which have helped to shape patterns of behavior before a student arrives at college, the institution, although meeting more or less successfully the needs for constructive and preventive aspects of mental hygiene, is confronted with students requiring corrective measures. Those conditions requiring correction or treatment cover a wide range from the mechanistically simple to the acute distressing adjustment problems to be expected in the late adolescent period in face of the rather complicated and often stressful test of college life.

The present situation with respect to the corrective aspect of mental hygiene work at Western is one of decentralized effort to the extent that physicans, deans, counselors, instructors, sponsors of organizations, and mature students are in a position to render service at particular points of stress which result in bad mental hygiene.

The confidential relationship which the physicians maintain with individual students, as well as their training and point of view enable them

both on the occasion of the routine medical examination and during other contacts, to establish rapport which may lead to discovery of symptons, effective diagnosis, and treatment, at least in cases of minor disorder.

The deans, because of training and positions, are regarded by most students as the key persons from whom to seek aid for personal and other problems in regard to which they sense inadequacy. Because of the centralization of information in their offices, the deans are in a position to treat the manifestations in the light of the needs of the "total organism."

The teacher who is sensitive to individual student needs may be in a position to recognize a student crisis at the moment of breakdown and, through referral to the staff members whose services are required, render invaluable assistance.

Some students refer their problems directly to department counselors who have succeeded in establishing an intimate, friendly relationship which inspires confidence. Counselors are sometimes in a position to view the cases of individual students in some such fashion as the deans through the use of results of freshman tests, records of scholarship and extra-curricular participation, personality inventory, and personnel blanks giving information to worries, study conditions, family relationships, ambitions, and the like.

Mature students, who may receive confidences of other students or may be able to apply their knowledge of wholesome personality adjustment, frequently share in the detection of elimination of unwholesome attitudes and behavior, sometimes seeking help of the specialist or the appropriate person for such student. Perhaps these mature students are better able to observe the unwholesome emotional outcomes of the incompetent student floundering in college courses several years beyond his ability, the student whose social longings are unrealized, one who faces financial insecurity, whose love-life encounters frustration, or whose behavior runs counter to accepted or established norms, or who is "lost" because of lack of definite goal.

The mental hygiene point of view is given consideration in several college courses. Psychology 120, Educational Psychology, a beginning course, has a unit on mental hygiene. Phychology 321, Psychology of Child Development, and Psychology 322, Psychology of Adolescence, place particular stress upon mental hygiene. Other courses in Health and Physical Education make a contribution to the development of an appreciation as to the importance of mental health.

Some committees have contacts which disclose problems and worries of students. This is particularly true of the National Youth Administration committee, which works closely with students whose financial status is such that their continued attendance at college is always the occasion of concern and doubt. If the students are unable, with the help of the

committee, to find solutions, they are referred to the deans who may undertake to prevent the despair which would prove inimical to success in college.

For four years Western has offered an advisory service made available through cooperation with the Institute for Juvenile Research. The Institute, operating under the Department of Public Welfare of the State of Illinois, has been primarily concerned with the training of student teachers in the problems of child guidance by assisting teachers to view behavior in the classroom as a symptomatic expression of the dynamics operating in a child's personality.

During the first year of the cooperative project, however, the visiting staff members gave their entire time during a three-day clinic held quarterly to examination of college students who referred through a committee known as The Student Achievement Council. This service was considered inadequate for treatment purposes because of the infrequent visits of the psychiatrist. After undergoing a number of redirections because of changing objectives and personnel the present plan provides for more sustained therapeutic measures from the specialist. This service is now brought to the attention of students by the following bulletin board announcement:

NOTICE

> Through the Institute for Juvenile Research, Western has arranged for an Advisory service on problems of mental hygiene for its students. Dr. Maurice Kaplan will visit the college twice each quarter during the regular school year to consult with students regarding their personal problems.
>
> Dr. Kaplan has had wide experience in working with adults and with children. He is associated with the clinic on children's behavior problems which is in session at Western once each quarter. However, this new service for college students is completely distinct and separate from the child guidance clinic. No records of these interviews will be kept. Students may have private conferences with Dr. Kaplan regarding any type of personal problem with the utmost assurance that he will consider all information to be entirely confidential.
>
> This service will begin on Friday, May 10, when Dr. Kaplan will be here. Students who wish to consult him should apply for an appointment as soon as possible. This can be done through either of the college physicians or by writing directly to Dr. Maurice Kaplan at the Institute for Juvenile Research, 907 South Wolcott Avenue, Chicago.

The advantages of the present plan are set forth in the announcement. It is too early to be able to state to what extent students avail themselves of the service.

Cases of students who are considered by faculty members in need of advisement from the mental hygiene point of view may be referred to the Student Achievement Council which, as a committee, will determine the procedure best designed to lead the student to seek or accept psychiatrist consultation.

III. EVALUATION OF THE PROGRAM

Among the shortcomings or lacks in the program at Western is that of the creation of mental health consciousness on the part of the faculty or the education of the faculty in the mental hygiene point of view. It is generally recognized that faculty members are in the most advantageous positions to recognize evidences of maladjustment. "The resistance of faculty members is the greatest hindrance to a successful mental hygiene program in most colleges." Some success is reported (University of Pennsylvania) through the dissemination of mental health concepts and distribution of reprints. Departments may need to achieve new objectives instead of maintaining the status quo.

With about five hundred students each there is question as to whether or not students feel that their chief personnel officers, the Dean of Women and Dean of Men, have time to listen to their personal problems. The load of attempting to meet the needs of students in the lower ranks of achievement precludes giving of attention to many potentially superior students who make inadequate adjustments but are not trouble makers.

Probably the physicians' load and lack of detail of records prevents most effective screening of students when they pass through the medical offices.

The insecure student may not realize the gravity of his problem, he may lack initiative to make the necessary contacts, or may be on the defensive and resent the interest of others.

There is a lack of resources to meet the needs of students who are in severe financial distress or in need of medical treatment beyond that provided by the hospitalization fund. At the present time the fate of a student needing such temporary financial assistance as cannot be met through employment, loans, and the like, rests with the generosity of those who happen to become interested in the individual.

Many students need more time to live with themselves. Some are in danger of being exploited in the interest of certain extra-curricular offerings, valuable in themselves, but making a great demand upon the time of students if they are not guided. An evaluation of the college calendar and extra-curricular program should be undertaken in the light of basic values. This does not mean starting with the assumption that there are too many clubs. However, individual students do become jittery if they engage in too many activities.

In view of the fact that many students in reported studies show need of better preparation for family life there should probably be a course dealing with this area of experience open to all students (rather than to majors in home economics only or an occasional elective) for study of problems in an objective—neither cynical nor sentimental—manner with attention to social values.

Better coordination of measures for mental hygiene should be secured through a committee representing various functions providing for frequent re-evaluation of areas and procedures.

Among cases of students which have been referred for diagnosis and treatment carried out on basis of recommendations of specialists the following may be cited:

Student A, a freshman who had had a straight "A" record in high school, was referred by the college physician because of a speech defect in April, 1938. Initial diagnosis disclosed that "st" sound was substituted for the "s" sound (producing "sto" for "so", "stee" for "see", "steem" for "seem", etc.). The handicap was severe enough that his teacher of English, after having the student in class three weeks made the statement: "The one paper which required analysis and thought was well done—an "A" grade. His oral report was carefully prepared but it was impossible to understand him. He came to the desk at close of class for criticisms. He was earnest, not too much bothered by his speech defect to talk about it—mentioned hope of what psychiatry could do for him." The clinical findings were as follows: Psychological: "Most difficulty with words beginning with "s", or ending in "s". With help could make the "s" sound correctly;" Psychiatric: "Speech difficulty includes a lisp and various inaccuracies of pronunciation. Some of this seems psychologically determined by his deep feelings of inferiority. His disregard of his high scholastic record in high school suggests a wish to remain inferior. The possible success of speech training will depend to a great extent upon the type of person who tutors him. The main thing would be sympathetic encouragement."

The recommendations made by the Institute staff are:

1. Remedial speech drill, not necessarily by trained tutor, based on careful analysis of sounds with which he has difficulty and clear auditory perception of his errors.
2. Sympathetic encouragement from tutor.
3. As improvement occurs, encourage use in class.

In November, 1938, Student A reported to the clinic for follow-up. The psychologist gave the following progress report: "He was engaged in ordinary conversation with the purpose of noting any speech difficulty. He was given no formal exercises. The psychologist observed only a slight remnant of a speech difficulty and then only upon the letter "r" where he had a tendency to give the pronunciation of "w". He seemed

poised, answered questions easily, and thanked the psychologist for spending time with him. . . . The training last spring consisted for five minute periods every day for two weeks with Miss ————. Improvement set in at once according to A————'s observation.

Student B was conspicuously timid, nervous, unattractive, and overly anxious to be liked. She was extremely homesick and resisted efforts to have her engage in social activities on the campus. She had made high records on freshman tests, excellent high school grades, and a "B" average the fall term at Western. Following recommendations she was given the personal attention of a campus leader whom she greatly admired. The purchase of inexpensive but attractive clothes under the guidance of the campus leader was made possible by money which she earned from "created" work. Student B has grown into a well-dressed, attractive student with an excellent student teaching record, participation in social activities including holding of elective offices. She has not learned to dance nor has she accepted suggestions about taking voice lessons to improve the whiny quality which was early apparent but has not entirely improved with her more wholesome adjustment.

APPENDICES

APPENDIX A

WESTERN ILLINOIS STATE TEACHERS COLLEGE
MACOMB, ILLINOIS

APPLICATION FOR ADMISSION

Part I, pages one, two and three are to be filled in by the applicant in his own handwriting. He will then hand the application to the high school principal, who will fill in Part II and the certificate of recommendation, and mail the application to the College Registrar.

The information given in this blank will be treated in a confidential manner.—Misrepresentation in any statement by the applicant will be considered adequate grounds for denying admission.

PART I

1. Name .....
   Last First Middle
   Date..... Religion.....

2. Home Address.....
   Street and No. or R. F. D. City State
   Telephone .....

3. Age in years..... Date and place of birth.....

4. ( ) Single; ( ) Married; ( ) Male; ( ) Female; ( ) White; ( ) Negro; ( ) Yellow; Other race.....
   Country of birth..... Mother tongue.....

5. Language spoken in home before 10.....
   After 10..... Type of Community lived in before 10..... After 10.....

6. Names of members of your family who have attended W. I. S. T. C. (Give dates of graduation and degrees if possible).....
   .....

7. Give name and address of one person with whom you are intimately acquainted. (This may be any reliable adult other than parent or close relative).
   Name..... Address.....

8a. (1) Father's name
   .....
   (2) Living..... Date of decease.....
   (3) Health..... Religion.....
   (4) Place of birth.....
   (5) Date arrived in U. S.....

(6) Occupation .....
(7) How far did he go in school.....
(8) Kind of degree, if any.....
(9) Address .....

8b. (1) Mother's name

.....

(2) Living..... Date of decease.....
(3) Health..... Religion.....
(4) Place of birth.....
(5) Date arrived in U. S.....
(6) Occupation .....
(7) How far did she go in school.....
(8) Kind of degree, if any.....
(9) Address .....
(10) If parents are separated, give date.....

9. If living with guardian or step-parent give:
Name..... Occupation.....
Health..... Education.....

10.

Brothers	Age
.....	.....
.....	.....
.....	.....
.....	.....

Schooling	Occupation
.....	.....
.....	.....
.....	.....
.....	.....

Sisters	Age
.....	.....
.....	.....
.....	.....
.....	.....

Schooling	Occupation
.....	.....
.....	.....
.....	.....
.....	.....

ACHIEVEMENT

11. To what high school organizations did you belong?.....
a. List any offices you may have held in these organizations.....
.....

12. Mention any honors, notable accomplishments, or experiences you may have had during your high school career.....

.....

e. g. (a) Creative work .....
(b) Extra-curricula awards .....
(c) Scholastically .....
(d) Citizenship .....
(e) Others .....

13. Did you receive any type of scholarship while attending high school?

.....

SELF-IMPROVEMENT

14. List specific high school activities in which you engaged:
(a) Athletic .....
(b) Non-athletic .....

15. Were you employed while attending high school?.....

(a) How long? .....
(b) Weekly pay? .....
(c) Hours a week? .....

16. How did you spend your summers while in high school?.....

.....

EXTRA BURDENS

17. While in high school did you to any extent support yourself?..... or others?.....

18. Did you while attending high school have any physical disability?

.....

19. Underscore the word that best describes your physical health while in high school (very good, good, fair, poor.)

20. Were you happy or discontented?.....

21. Was it difficult for you to adjust yourself to high school life?.....

22. Were your home conditions pleasant or trying?.....

23. What were your study conditions? (Favorable, average, unfavorable.)

24. How many hours (approximately) a week did you spend in home study?.....

25. Did you drive to and from high school?.....
How many hours per week were spent in this way?.....

VOCATIONAL DATA

26. What were your outstanding interests while in high school?.....

.....

Radio, writing, music, drama, etc.

27. What were your vocational preferences during high school?.....

.....

28. What were your educational plans for the future at that time?.....

.....

Signature.....

TO THE APPLICANT'S PARENT OR GUARDIAN

If your boy or girl stood below the average of the graduating class, confer with the high school principal about the advisability of his or her entering W. I. S. T. C. Many students who do poorly in high school are unsuccessful in college with consequent loss of time and money.

PART II

To be filled in by proper school official

IMPORTANT

The applicant was in the.....fourth of the graduating class,
1st (upper), 2nd, etc.

and stood..... in a class of .....
1st, 2nd . . . 20th, etc. 50 etc.

Mental test score..... Mental age..... IQ.....

Name of test.....

Names, scores and dates of other standardized tests given.....

.....

Unusual achievements .....

Studies failed: 1st year..... 2nd year.....

3rd year..... 4th year.....

The applicant (is) (is not) in my judgment a person of good moral character.

Signature.....

CERTIFICATE OF RECOMMENDATION

Uniform blank adopted by the National Association of Secondary School Principals

This is to certify that.....
Give Name in Full

.....
Number of Street City State

was graduated from the ..... High School

of ..... on .....,

19....., has completed the work shown in detail below, and is hereby **recommended for admission without examination** to the Western Illinois State Teachers College.

Date of birth....., 19..... Entered this school ....., 19..... He stood .....
1st, 2nd . . . 20th, etc.
in a class of .....
50 . . . etc.

Date ....., 19.....

.....Principal

STUDIES	Yr. Crs. When Taken 1, 2, 3, 4	Weeks Purs'd	Periods per wk.	Grade	Units
ENGLISH—First Year - -					
Second Year - - - - -					
Third Year - - - - -					
Fourth Year - - - - -					
LATIN—First Year - - -					
Second Year - - - - -					
Third Year - - - - -					
Fourth Year - - - - -					
FRENCH—First Year - -					
Second Year - - - - -					
Third Year - - - - -					
Fourth Year - - - - -					
GERMAN—First Year - -					
Second Year - - - - -					
Third Year - - - - -					
Fourth Year - - - - -					
SCIENCE - - - - - - - -					
Biology - - - - - - - -					
Botany - - - - - - - -					
Chemistry - - - - - - -					
GEN. SCIENCE - - - -					
Geography - - - - - - -					
Physics - - - - - - - -					
Physiology - - - - - -					
Zoology - - - - - - - -					
HISTORY - - - - - - - -					
Early European - - - -					
Modern History - - - -					
English History - - - -					
United States History -					
Civics - - - - - - - -					
Economics - - - - - - -					
MATHEMATICS - - - -					
Elem. Algebra - - - -					
Adv. Algebra - - - - -					
Plane Geometry - - - -					
Solid Geometry - - - -					
Trigonometry - - - -					

STUDIES	Yr. Crs. When Taken 1, 2, 3, 4	Weeks Purs'd	Periods per wk.	Grade	Units
MISCELLANEOUS - - -					
Arithmetic - - - - - -					
Bookkeeping No. I - - -					
Bookkeeping No. II - -					
Commercial Law - - -					
Commercial Geography -					
Shorthand I - - - - -					
Shorthand II - - - - -					
Typewriting - - - - -					
Drawing - - - - - -					
Music - - - - - - -					
Cooking - - - - - - -					
Sewing - - - - - - -					
Agriculture - - - - -					
Manual Training - - -					
Public Speaking - - -					
Other Subjects - - - -					

IMPORTANT—If a letter grading system is used, please give an explanation of it.

Passing grade in school..... Grade required for recommendation to college..... Length of recitation period.....

Specify by (PG) any subject taken subsequent to graduation.

Mark (L) any subjects occupying double periods.

Please fill out the blank completely, using typewriter if convenient.

The principal should send this recommendation to the College, **NOT** to the applicant.

APPENDIX B

PERMIT TO REGISTER

Note: This CARD must be presented at assembly at 8:30 a. m. September 11, 1940

To the Person Addressed:

We are in receipt of an official statement of your high school credits earned in ..... High School. These credits have been approved and you are entitled to enter Western Illinois State Teachers College September 11, 1940. You must bring this card with you when you come to register.

Registrar.....

The following courses are checked for the benefit of the registration committee in arranging this student's program, if taking Curriculum C, or a Four-Year Curriculum in Agriculture or Home Economics.

Biology 119 or 351 & 222	History 223
Chem. 121, 122, 123	Pol. Science 222
Physics 121, 122, 123	Economics 331
Geog. 123 or 351 or Geol. 218	Mathematics 124

REVERSE SIDE

U. S.
POSTAL
CARD

THIS SIDE OF CARD IS FOR ADDRESS

APPENDIX C

PERMANENT ACADEMIC RECORD

WESTERN ILLINOIS STATE
TEACHERS COLLEGE
MACOMB, ILL.

PHOTO

STUDENT'S LAST NAME FIRST MIDDLE NICK

DATE AND PLACE OF BIRTH RELIGION COLLEGE FRATERNITY

HIGH SCHOOL ATTENDED DATE GRADUATED STOOD ___ CLASS OF ___ HIGH SCHOOL RATING

DATE ENTERED COLLEGE DATE LEFT COLLEGE REASON

COLLEGE LAST ATTENDED DATE READMITTED

ENTRANCE UNITS SUBJECTS	UNITS	MARKS	DEPARTMENT AND NUMBER	DESCRIPTION	MARKS	CREDIT	DEPARTMENT AND NUMBER	DESCRIPTION	MARKS	CREDIT
ENGLISH										
LATIN										
FRENCH										
GERMAN										
SCIENCE BIOLOGY										
BOTANY										
CHEMISTRY										
GEN. SCIENCE										
GEOGRAPHY										
PHYSICS										
PHYSIOLOGY										
ZOOLOGY										
FOLD										
HISTORY EARLY EUROPEAN										
MODERN "										
ENGLISH										
UNITED STATES										
CIVICS										
ECONOMICS										
MATHEMATICS										
ELEM. ALGEBRA										
ADV. "										
PLANE GEOM.										
SOLID GEOM.										
TRIGONOMETRY										
MISCELLANEOUS										
ARITHMETIC										
BOOKKEEPING I										
" " II										
COM'L LAW										
" GEOG.										
STENOGRAPHY I										
" II										
TYPEWRITING										
DRAWING										
MUSIC										
COOKING										
SEWING										
MAN. TR.										

SUMMARY

YEAR	A	B	C	D	F		CREDITS

STUDENT IS ENTITLED TO HONORABLE DISMISSAL AND I CERTIFY THAT INFORMATION GIVEN IS CORRECT

IRREGULARITIES IN COURSE

REGISTRAR—

CONDITIONS AND HOW REMOVED	GENERAL TEST SCORES					MAJOR & MINORS
	DATE	NAME OF TEST	SCORE	LOCAL %	STAND %	MAJOR
						MINORS
						1
						2
						3

STUDENT'S LAST NAME FIRST MIDDLE

STUDENT RECORD
REM-RAND FORM [illegible]

APPENDIX D

PERMANENT RECORD—NON ACADEMIC

NAME _____ FIRST _____ MIDDLE _____

WESTERN ILLINOIS STATE TEACHERS COLLEGE
MACOMB, ILL.
STUDENT PERSONNEL RECORD

ATH	NA	SPT	DIS	SUG

TRANSCRIPT RECORD

SENT TO	DATE	REQUESTED BY	NOTICE OR FEE

ADDRESS

HOME				
SCHOOL				
SCHOOL TELEPHONE				

PERSONALITY RATING

	CO-OPERATION	DEPENDABILITY	EMOTIONAL STABILITY	ENTHUSIASM	INDUSTRY	INTELLIGENCE	INTEREST	LEADERSHIP	PERSONAL APPEARANCE	POISE	SOCIAL ABILITY	TACT	INITIATIVE	WEAKNESSES
+2														
+1														
0														
−1														
−2														

DATE AND NAME OF OBJECTIVE OR SEMI-OBJECTIVE TESTS FOR PERSONALITY MEASUREMENT

FAMILY HISTORY

NAME	HEALTH	RELIGION-RACE	DECEASED DATE	DATE & PLACE OF BIRTH	ARRIVE U.S.A.	EDUCATION	DEGREE KIND	OCCUPATION

BOYS IN FAMILY: AGE	LIVING HOME	SCHOOLING	OCCUPATION	GIRLS IN FAMILY: AGE	LIVING HOME	SCHOOLING	OCCUPATION

LANGUAGE SPOKEN IN THE HOME

BEFORE 10 YRS.	
AFTER 10 YRS.	
TYPE HOME COMMUNITY BEFORE 10 YRS. APPROX. POP.	
AFTER 10 YRS.	
APPROX. POP.	

IF PARENTS ARE SEPARATED GIVE DATE

DATE	ADMINISTRATIVE ACTION	REMARKS

	YEAR	HIGH SCHOOL																				
	AGE																					
ACHIEVEMENT	CLUBS-OFFICES, FRATERNITIES		J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D	J F M	A M J	J A S	O N D
	NOTABLE ACCOMPLISHMENTS EXPERIENCES																	
	LOAN SCHOLARSHIP																	
	CITIZENSHIP																	
SELF IMPROVEMENT	ATHLETIC: WHICH ONES																	
	ATHLETIC: HRS. A WK.																	
	NOT ATHLETIC: WHAT																	
	NOT ATHLETIC: HRS. A WK.																	
	EMPLOYMENT: TYPE																	
	EMPLOYMENT: DURATION																	
	EMPLOYMENT: WEEKLY PAY																	
	EMPLOYMENT: HRS. A WK.																	
	EMPLOYMENT: SUMMER EXPERIENCES																	
EXTRA BURDENS	SUPPORT OF SELF OR DEPENDENTS																	
	PHYSICAL DISABILITY																	
	HEALTH-PHYSICAL																	
	HEALTH-MENTAL																	
	SOCIAL ADJUSTMENT HOME CONDITION																	
	STUDY CONDITIONS																	
	HRS. A WK.																	
	COMMUTING HRS. A WK.																	
VOCATIONAL DATA	INTERESTS																	
	VOCATIONAL PREFERENCE																	
	EDUCATIONAL PLANS																	
	EDUCATIONAL SUGGESTIONS																	

STUDENT IS ENTITLED TO HONORABLE DISCHARGE AND I CERTIFY THAT INFORMATION GIVEN IS CORRECT

NOT AN OFFICIAL TRANSCRIPT WITHOUT SIGNATURE AND SEAL OF REGISTRAR

_____ REGISTRAR

APPENDIX E

PROGRAM

FOURTH ANNUAL GUEST DAY

FRIDAY, MARCH 15, 1940

Western Illinois State Teachers College

MORNING

(Upon Arriving at the College Please Leave All Registration Cards with Mr. Bailey)

8:30-9:00—
General Assembly—College Auditorium.
Chairman.....Dr. L. M. Schleier
"Western Welcomes You".....President W. P. Morgan
Selections by the College Male Quartet.
Selections by the College Women's Trio.
Selections by the Western Men's Glee Club, Mr. Carl Nelson, Director.
Selections by the College Orchestra, Mr. Clifford Julstrom, Director.

IMPORTANT NOTICE

(At 9:10 o'clock the High School Senior Girls will attend the lecture in the Little Theatre, New Training School Building, the High School Senior Boys will attend the lecture in the College Auditorium, and the High School Juniors will attend the Group Conferences.)

9:10-10:00 a. m.

I. College Auditorium—(High School Senior Boys)
Chairman.....Dr. L. M. Schleier
Address, "What Next After High School?"—Mr. Robert K. Burns, Director of Research, Science Research Associates, Chicago, Ill.

II. Little Theatre—(High School Senior Girls)
Chairman.....Dean D. L. Sharp
Address, "What Next After High School?"—Miss Barbara Wright, Supervisor of Counselors, Minneapolis Public Schools.

III. Group Conferences for High School Juniors.

Group I.
Agriculture and Landscape Architecture.....Room 3
Dr. C. H. Oathout, Head of Department of Agriculture, Western.
Dr. J. L. Sullivan, Member of Department of Agriculture, Western.
Mr. Don S. Foreman, Landscape Gardener, Western.

Group II.
Art as a Profession.....Room A-22
Miss Theodora Pottle, Head of Art Department, Western.
Mrs. Alberta E. Strome, Member of Art Department, Western.

Group III.

Civil Service, Government, and Law.....Room 11

Dr. M. G. Bodine, Member of Department of Social Science, Western.
Mr. H. C. Seal, Member of Department of Social Science, Western.

Group IV.

Commercial Education.....Old Academy Auditorium

Dr. D. C. Beighey, Head of Department of Commercial Education, Western.
Mr. Harold Gilbreth, Member of Department of Commercial Education, Western.
Mr. L. H. Brackhage, Member of Department of Commercial Education, Western.

Group V.

General College Course.....Room 30

Dr. F. H. Currens, Dean of the Faculty, Western.
Dr. C. S. Chappelear, City Superintendent of Schools, Macomb, Illinois.

Group VI.

Health and Physical Education for Men.....Room D-11 Gymnasium

Coach Raymond W. Hanson, Western.
Assistant Coach, C. W. Garner, Western.
Academy Coach, Ralph Barclay, Western.

Group VII.

Health and Physical Education for Women.....Room C-11 Gymnasium

Miss Dora Sharp, Director of Physical Education for Women, Western.
Miss Olive E. Potter, Department of Health and Physical Education, Western.
Miss Kathleen J. Brophy, Department of Health and Physical Education, Western.

Group VIII.

Home Economics.....Arts Building, Room A-34

Miss Eva Colby, Head of the Home Economics Department, Western.
Miss Rena Hodgen, Assistant State Supervisor of Home Economics.
Miss Tressie Bonham, Member of Home Economics Department, Western.

Group IX.

Industrial Arts and Building Construction....Arts Building, Room A-24

Professor Wayne Wetzel, Head of Department of Industrial Arts, Western.
Mr. Rayman F. Miller, Member of Department of Industrial Arts, Western.

Group X.

Journalism.....Old Academy, Room B-3

Dr. DeForest O'Dell, Member of English Department and Faculty Sponsor of The Western Courier.

Group XI.

Medicine, Dentistry, and Nursing.....Room 12, Training School

Dr. H. I. Stubblefield, Head of Department of Health and Physical Education, Western.
Dr. Olga Sirola, Health Adviser for Women, Western.
Dr. R. H. Smith, Dentist, Macomb, Illinois.
Mrs. Edith Crabb, College Nurse.

Group XII.

Music as a Profession.....Room 35

Miss Theresa Wild, Head of Department of Music, Western.
Mr. Karl Crilly, Member of Music Department, Western.
Mr. Carl Nelson, Member of Music Department, Western.
Mr. Clifford Julstrom, Member of Music Department, Western.

Group XIII.

Engineering, Electrical, Chemical, Mechanical, Civil, and Radio.Room 20

Professor W. H. Eller, Department of Physics, Western.
Dr. J. Hal Carter, Department of Chemistry, Western.
Dr. C. W. Bennett, Department of Chemistry, Western.
Mr. H. Waldo Horrabin, Department of Physics and Chemistry, Western.

GROUP XIV—

Speech and Dramatization.....Room 34

Dr. H. F. Schory, Department of English, Western.
Miss Juna Reynolds, Department of English, Western.

GROUP XV—

Teaching as a Profession:

Section I—For Town and City Elementary Schools.....Room 4

Professor R. R. Simpkins, Head of Department of Education and Director of Training, Western.
Miss Bessie Cooper, Principal, Lower Grades, Training School.
Miss Katherine Thompson, Principal, Upper Grades, Training School.

Section II—For High Schools.....Room 12

Dr. Kent Pease, Principal High School, Western.
Mr. Loren Taylor, Principal, Macomb High School.
Mr. C. D. Matsler, Principal, Bardolph Community High School.

Section III—For Rural Schools.....Room 1

Professor D. L. Bailey, Director of Rural Teacher Training, Western.
Mr. Samuel Bishop, Superintendent of Schools, McDonough County, Illinois.

10:05-10:55

IV—College Auditorium—(High School Junior Boys)

Chairman.....Dr. M. N. Thisted, Dean of Men, Western
Address, "What Can I Do Prior to Graduation to Make Life Adjustments Easier After Graduation?".....Mr. Robert K. Burns

Little Theatre—(High School Junior Girls)

Chairman.....Dr. Hilda Watters, Dean of Girls, Western Academy
Address, "What Can I Do Prior to Graduation to Make Life Adjustments Easier After Graduation?".....Miss Barbara Wright
(During this period the High School Seniors will attend the Group Conferences.)

10:55-11:45

OPEN HOUSE

Dr. H. D. Waggoner has charge of the Open House Program.
Professor D. L. Bailey's group will be in charge of campus tours.

Inspection of Exhibits and Individual Conferences.

An urgent invitation is extended to all guests to inspect the various departments at this time. Those interested in some special line of work, should take this opportunity to meet the head of the department concerned and discuss with him any personal problems regarding the work.

DEPARTMENT PROGRAMS

Agriculture—Room 3—Dr. Oathout. Reception to prospective Agriculture students.

Art—A-22 Arts Building—Miss Pottle. Exhibits and materials for teaching.

Biology—Room 23—Dr. Waggoner. Exhibits of the evolutionary sequence of animal life.

Chemistry—Room 20—Dr. Currens. Exhibits and demonstration of liquid air.

Commercial Education—Room 40—Dr. Beighey. Reception to those interested in the field.

Education—

Rural—All Grades—Room 1—Mr. Bailey. Reception to those interested in Rural Education.

Upper Grades—Room 12—Miss Terrill. Reception to those interested in upper grade work.

Lower Grades—Rooms 8 and 10—Miss Ray. Exhibit of lower grade equipment. Puppet show.

English—Room 30—Dr. Garwood. A social room of Oxford University. Anglo-Saxon punch will be served.

French—Room 4—Dr. Sproull. Pictures and materials for teaching French.

History—Room 11—Mr. Schuppert. Reception to prospective Social Science students.

Geography and Geology—Room 24-L—Dr. Tillman. Exhibits of laboratory equipment and student work. Motion pictures will be shown.

Home Economics—Room A-34 Arts Building—Miss Colby. Inspection of department. Light lunch served.

Industrial Arts—Basement of Arts Building—Mr. Wetzel. Regular shop classes.

Journalism—Room B-3—Old Academy—Dr. O'Dell. Demonstration: Development of a news story.

Latin—Room 2—Dr. Carson. Exhibit of teaching helps and pictures.

Library Economy—Library, Lower Floor—Miss Jackson. Inspection of library.

Mathematics—Room 31—Mr. Ginnings. Exhibits of interest to mathematics majors.

Music—Room 35—Miss Wild. Demonstration of applied music.

Physical Education—(Men)—Room D-11, Gymnasium—Mr. Hanson. Inspection of Gymnasium.

Physical Education—(Women)—Room C-11, Gymnasium—Miss Sharp. Inspection of Women's Gymnasium.

Physics—Room 22—Mr. Eller. Exhibits of physical apparatus. Demonstrations: Radio, Photoelectric cells. Tesla coil. Visit Amateur Radio Station W9YOL.

College Auditorium—College Women

Chairman.....Dr. D. L. Sharp
Address, "How to Counsel High School Students".Miss Barbara Wright

Little Theatre—College Men

Chairman.....Dr. M. N. Thisted, Dean of Men, Western
Address, "How to Counsel High School Students"..Mr. Robert K. Burns

(Noon Recess—11:45-1:00)

AFTERNOON PROGRAM

1:00-1:45

Morgan Gymnasium—

Band Concert—Western Illinois State Teachers College Band, Professor Walter H. Eller, Director.

1:50-2:20

Freshman Follies, Little Theatre, Training School.
Tour of Campus (Professor Bailey's Group in Charge)

(One-half of the group will tour the Campus, the other half will attend the "Follies.")

2:25-2:55

Freshman Follies, Little Theatre, Training School.
Tour of Campus (Professor Bailey's Group in Charge)

(Those who attended the Freshman Follies the last period will tour the Campus, the remainder will attend the "Follies.")

3:00-4:40

College Auditorium.

Comic Opera. "The Sorcerer," given by the College Chorus and College Orchestra under the direction of Mr. Carl Nelson and Mr. Clifford Julstrom.

An exciting story colored with black magic and sorcery, written by the famous English humorist, Sir W. S. Gilbert, and set to music by one of the greatest melody writers of all time, Sir Arthur Sullivan, will be presented this year. Costumed in the beautiful dress of Queen Victoria's day, and staged in the "gardens of an old mansion," the chorus and orchestra unite to make "The Sorcerer" one of the most interesting attractions for Western's high school guests.

Have you ever heard of philtre? It is a love-potion, and whoever drinks of it immediately falls in love with the first person of the opposite sex that he meets. Alexis, the hero of this Gilbert and Sullivan comic opera, believes that everyone should fall in love; and has ordered J. W. Wells, the Sorcerer, to add secretly this philtre to the tea of the villagers. Everyone falls in love, but what an assortment of ill-mated couples! Even Alexis' own sweetheart, the lovely Aline, has fallen for the creaky, old village vicar. Don't miss the "Sorcerer."

Note: High School seniors and sponsors are admitted FREE ON FRIDAY AFTERNOON. The general public will be admitted on Thursday evening. Tickets may be secured by mail, for 25 cents per person. Reserved seats—35 cents.

4:45—Monroe Hall
Reception to visitors.

APPENDIX F

Picture Here

Department Record .....**W. I. S. T. C.**

Curriculum .....**Division** .....

Entered .....**Graduated** .....

Major, Education .....**Second Major**.....
(Permitted, not required)

EDUCATION	Date	Inst.	Gr.
1. Psychology 120			
2. Education			
3. Education			
4. Method			
5. Method			
6. Method			
7. Psychology			
8. Sociology			
9. Education 434			
10.			
11.			
12.			
13.			
ELECTIVES			
1.			
2.			
3.			
4.			
5.			
6.			

*MINOR, GROUP	Date	Inst.	Gr.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
Minor, Group			
1.			
2.			
3.			
4.			
5.			
6			
7.			
8.			
9			

MINOR, GROUP	Date	Inst.	Gr.
1.			
2.			
3.			
4.			
5.			
6.			
Minor, Group			
1.			
2.			
3.			
4.			
5.			
6.			
Minor, Group			
1.			
2.			
3.			
4.			
5.			
6.			

Practice Teaching Prerequisites

Ed 222				Ed. 430
Psy. 120				
Ed. 119, 120, 121, 133				
Methods				

Practice Teaching Courses

Course	Grade	Subject	Date	Inst.	Gr.
Ed. 222					
Ed. 430					

*MAY BE SECOND MAJOR

Suggested Program Major

	FALL	WINTER	SPRING	SUMMER
Fr				
Soph.				
Jr.				
Sr				

Activities and Honors

(See Other Side for remarks and suggestions)

APPENDIX G

STUDENT RATING BLANK

Name of Student.....Sophomore.....Senior.....

Major Department.....

INSTRUCTIONS:

1. After each trait, give the symbol as follows: average rating is not marked; good is marked X; excellent, XX; fair, —; poor, ——.
2. Underscore the key words that best describe the student.

1. SCHOLARSHIP—for all subjects.....; in major subject.....

   Sound, spotted, has ability when chooses to use it, when social demands permit, does not work up to capacity, does best at all times.

2. PERSONALITY.....

   Forceful, well balanced, wholesome, stimulating, refined, cultured, pleasing, reserved, satisfactory, faithful, retiring, ineffectual, weak, peculiar.

3. REACTION OF OTHERS.....

   Sought by others, well liked by others, accepted by others, avoided by others.

4. ATTITUDE TOWARD OTHERS—Sociability.....; Tact.....

   Tactful, sympathetic, gracious, friendly, likes to accommodate, democratic, tolerant, self-centered, conceited, egotistical, sarcastic, quarrelsome, intolerant, antagonistic, domineering.

5. APPEARANCE.....

   Attractive, good looking, pleasing, wholesome, refined, average, plain, unprepossessing, coarse.
   Dress—appropriate, in good taste, becoming, neat, conservative, loud, unsuitable, careless, slovenly.

6. SELF-CONTROL..... Emotional Stability..... Poise.....

   Unusual balance of responsiveness and control, well balanced or well poised, usually well balanced, tends to be unresponsive, apathetic, over emotional, too easily moved to fits of depression, quick-tempered, morose, phlegmatic, subject to whims, boisterous.

7. RESPONSIBILITY..... Cooperation..... Dependability.....

   Prompt, whole hearted, dependable, loyal, persistent, carries his share of the load, conscientious, accepts suggestions, right attitude toward criticism, individualistic, unwilling, half-hearted, questions authority, neglectful, irregular, careless, disloyal, untrustworthy.

8. INITIATIVE.....

   Likes to originate new attacks, etc., energetic and resourceful in starting things, dynamic, seeks and sets for himself additional tasks, completes suggested supplementary tasks, does ordinary assignments of his own accord, needs occasional prodding, needs much prodding, lacking in ideas.

9. INTELLECTUAL POWERS.....

Original, resourceful, keen, deliberate, discriminating, decisive, self-reliant, impartial, sensible, imitative, stolid, immature, superficial, defensive, slow in mental reactions, rash, hasty, impetuous, lazy.

10. LEADERSHIP.....

Marked ability to lead, makes things go, sometimes leads in important affairs, sometimes leads in minor affairs, lets others take lead, probably unable to lead, tends to claim leadership without ability to use it, modest, but when chosen delivers.

11. SPEECH.....

Effective, fluent, correct, well chosen, precise, can express thoughts, talkative, careless, slovenly, ungrammatical, slangy, occasionally profane.

12. HEALTH.....

Buoyant, vigorous, sound, dependable, average, acceptable, doubtful, frail, nervous, irritable, unfit.

13. CONDUCT.....

Above question, bears good reputation, sincere, honest, discreet, conforms to community standards, respects conventions, has regard for appearances, careless, indifferent, conduct sometimes questioned, indiscreet, no knowledge.

14. PREPARATION..... INDUSTRY.....

Thorough, engrossed in realizing well formulated objectives, effective budgeting of time and energy, careful and well organized plans, fairly good understanding, a sketchy knowledge, aims just to get by, aimless trifler, prepares only when forced.

15. ENTHUSIASM.....

Strong excitement or feeling on behalf of a cause or a subject, ardent and imaginative zeal or interest, fervor.

16. INTEREST.....

The feeling that something concerns one, a feeling of the importance of something with reference to one's self, a feeling of personal concernment in an object, appreciative or sympathetic regard.

17. TOTAL APPRAISAL.....

Record below any special incidents that support your judgment in regard to your rating of this student on any of the traits listed.

Composite made by.....

APPENDIX H

STUDENT PERSONNEL BLANK

COLLEGE DIVISION .....Quarter, 19.....

Name..... Dept..... Counselor.....
Last First Middle

College Classification.....
Fr., Soph., Etc.

ACHIEVEMENT

1. In which college organizations do you now hold membership?.....
.....
2. In which organizations do you hold office?.....
Give title of office.....
3. What honors or distinctions did you receive during this quarter?
.....
e.g. Ex. Curr. Essays, poetry, music, trips, scholarships, etc.
Last Quarter?.....
4. Are you in college on a scholarship?.....Name it.....
Are you receiving aid from a loan fund?.....Which one?.....
5. What citizenship awards or recognitions did you receive this quarter?
..... Last Quarter?.....
Name any committees or boards on which you are now serving.....
.....
e.g. Student Activity, Athletic, etc.

SELF-IMPROVEMENT

1. In what athletic activities are you now taking active part?.....
.....
Varsity, Never Sweat, Dept. Teams, etc.
2. How many hours a week do the above activities require?.....
3. What non-athletic activities are you now engaged in (in addition to the above activities)?.....
Plays, music, speech, etc.
4. How many hours a week do the above activities require?.....
5. Do you have employment at the present time?..... In what type of work?.....
6. How long will this work continue for you?.....
7. Weekly pay?.....
8. How many hours a week does this work require?.....

9. List any experiences which you had during the past summer, for pay or otherwise, that you feel are of decided advantage to you.....

.....

EXTRA BURDENS

1. To what extent are you supporting yourself during the present quarter.....

.....

2. How many persons are dependent on you for support?.....

3. Have you any physical disability which interferes with your college work? weak eyes.....; defective hearing.....; lameness.....; speech.....; nervousness.....; others.....

4. To the best of your knowledge, what is the present status of your physical health?.....
Very good, Good, Fair, Poor

5. Are you as a general rule (underscore) Enthusiastic, cheerful, unhappy, blue, moody, indifferent, given to worry, good-natured?

6. Are you happy, satisfied, at ease, unhappy, dissatisfied with your social condition or status? (Underscore the words that most nearly fit your case.)

7. Are your family relationships and general home conditions (underscore) very satisfactory, satisfactory, good, fair, poor? (For example, are you congenial as a group; is there frequent family strife; is there lack of understanding in the family group?)

7a. How many magazines, periodicals, and newspapers come to your home regularly? None.....; one.....; two.....; three.....; four.....; six .....; seven-nine.....; ten or more.....; how many do you read?.....

8. Are conditions in your present residence conducive to uninterrupted study?..... How many hours per week do you devote to study? 15-19.....; 20-24.....; 25-29.....; 30-34.....; 35 or over .....

9. Do you drive to and from school?..... If so, how many hours a week are spent in this way?.....

VOCATIONAL DATA

1. List your main vocational interests in the order of importance as they now appear to you; e.g. (Teaching, business, farming, etc.)

.....

2. Is teaching your vocational preference?..... If not, state your preference.....What is your special interest in this field?.....

3. What educational plans do you have for the future?.....

APPENDIX I

STUDENT-TEACHER RATING CARD

WESTERN ILLINOIS STATE TEACHERS COLLEGE

RATING—CARD FOR STUDENT TEACHERS

Name _____ Date _____

Subject _____ Grade _____ Title _____ Rating _____

_____ Critic

REVERSE SIDE

PERSONAL QUALITIES.

Health and Energy
Voice and Enunciation
Neatness in Work and Dress
Use of English
Manner and Poise
Confidence
Attitude toward Criticism
Social Qualities
Responsibility
Adaptability
Sincerity
Co-operation
Enthusiasm
Force
Persistence
Initiative

Managing Power .....

Routine Management
Care of Materials
Influence
Attitude toward Children
Discipline
Reasonableness
Decision
Consistency
Tact and Courtesy
Self-control
Leadership
Sense of Justice

Preparation .....

General Knowledge
Mastery of Subject matter
Evaluation of Aims
Use of Subject-matter
Originality
References, Aids, Etc.
Relative Values
Organization
Resourcefulness
Mechanics of Plan-Making

Teaching Power .....

Ability to Motivate
Care of Child's English
Teaching How to Study
Skill in Questioning
Skill in Socializing
Use of Child's Experience
Training in Application
Reaching Individual
Securing and Fixing Results
Guiding Child's Thoughts
Securing Self-Activity
Assignment

Accomplishment in Terms of: .....

Course of Study
Recitation
Standard Tests
Habits and Attitudes
Independence
Individuality
Abiding Interests
Social Efficiency

[Average power not marked, superior marked + or + +. Inferior — or — —.]

APPENDIX J

Grade_____

TEACHING CREDIT CARD

WESTERN ILLINOIS STATE TEACHERS COLLEGE

Macomb _____194____

*THIS CERTIFIES that*_____*is entitled to*_____*quarter hours credit for*_____*hours work practice teaching in*

Subject.....*Grade*.....

Subject.....*Grade*.....

Subject.....*Grade*.....

_____
Critic

_____
Director

Approved

_____*President*

REVERSE SIDE

PERSONAL QUALITIES...
Health and Energy
Voice and Enunciation
Neatness in Work and Dress
Use of English
Manner and Poise
Confidence
Attitude toward Criticism
Social Qualities
Responsibility
Adaptability
Sincerity
Co-operation
Enthusiasm
Force
Persistence
Initiative

Managing Power .....
Routine Management
Care of Materials
Influence
Attitude toward Children
Discipline
Reasonableness
Decision
Consistency
Tact and Courtesy
Self-control
Leadership
Sense of Justice

Preparation .....
General Knowledge
Mastery of Subject matter
Evaluation of Aims
Use of Subject-matter
Originality
References, Aids, Etc.
Relative Values
Organization
Resourcefulness
Mechanics of Plan-Making

Teaching Power .....
Ability to Motivate
Care of Child's English
Teaching How to Study
Skill in Questioning
Skill in Socializing
Use of Child's Experience
Training in Application
Reaching Individual
Securing and Fixing Results
Guiding Child's Thoughts
Securing Self-Activity
Assignment

Accomplishment in Terms of:.....
Course of Study
Recitation
Standard Tests
Habits and Attitudes
Independence
Individuality
Abiding Interests
Social Efficiency

[Average power not marked, superior marked + or + +. Inferior — or — —.]

Teachers College Quarterly

Macomb, Illinois

"This Institution is a Member of the American Association of Teachers Colleges, Accredited since February 25, 1928."

This Teachers College was also accredited by the North Central Association of Colleges and College Standards, March 16, 1928, and has been accredited annually since that date.